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ABSTRACT

This report is one of two documents which provide short summaries of career education projects funded under the provisions of Section 406 of Public Law 93-380 during fiscal year 1977. Each project summary follows a similar format which includes identifying information (title, grantee, project director), major objectives, project activities, evaluation, communications, and demographic information. The 137 projects summarized in the two documents are grouped into six categories: (1) incremental quality improvements in K-12 career education programs (twenty-one projects); (2) effective career education methods and techniques in senior high schools, community colleges, adult and community education agencies, and higher education (twelve projects); (3) effective career education methods and techniques for special segments of the population (handicapped, gifted and talented, minority, and low income youth) and for the reduction of sex stereotyping in career choices (twenty projects); (4) effective methods and techniques for training and retraining persons conducting career education programs (thirteen projects); (5) communication of career education philosophy, methods, program activities, and evaluation results (eighteen projects); and (6) state plans for the implementation of career education in local educational agencies (fifty-three projects). Project summaries in categories 1-5 are found in this document; the fifty-three project summaries in category 6 are included in a companion document, CE 017 150. (BM)

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ED158005

PROFILES
OF
CAREER EDUCATION PROJECTS

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Supported under Sections 402 and 406
of the Education Amendments of 1974
(Public Law 93-380)

****

Third Year's Program
Fiscal Year 1977 Funding

Prepared for the
Office of Career Education
U.S. Office of Education

by

Thomas Buffington & Associates
2710 Ontario Road, N.W.
Washington, D.C. 20009

April 1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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INTRODUCTION

One of the prime goals of the Office of Career Education, USOE, is to maintain free and open communication with all persons interested in career education. This publication is intended to help meet that goal through providing short summaries of projects funded under the provisions of Sec. 406, P.L. 93-380. The projects summarized in this publication include all of the exemplary and demonstration projects funded in Fiscal Year 1977, our third year of operation under this Act.

Each project summary included in this publication was written by its project director with technical assistance from the Office of Career Education. Use of a standard format will hopefully help readers understand and compare projects.

In Fiscal Year 1977, readers will observe that there was a marked reduction in the emphasis placed on K-12 incremental improvement demonstration projects and some increase in all other major funding categories. The prime reason for this marked shift in direction for the K-12 incremental improvement projects was a feeling, on our part, that we are beginning to reach the limit of how much new knowledge can be accumulated by simply adding many more to the rather large number of such projects funded in prior years. While, to be sure, some new knowledge is still needed in this area, a higher priority had to be placed on some of the other categories.

This is seen most clearly in three areas. First, we increased significantly our emphasis on demonstration projects for special segments of the population. Our prime concern here was that P.L. 93-380 called for us to give special emphasis to career education for the handicapped. On review of past proposals, it was our feeling that this Congressional mandate dictated we increase our efforts in this area.

Second, we more than doubled the amount of demonstration funds for projects aimed at training and retraining persons for career education. We felt it urgent that our demonstration efforts in this area be greatly increased in case the Congress were to pass the Career Education Implementation Incentive Act which was being considered at the time these decisions were made. That Act did subsequently become law and, if appropriations are made, will shortly take effect. These demonstration projects are going to be much needed if this happens.

Finally, we added approximately one-third more funds to the area of communications in career education. As the career education concept grows, the variety of audiences to whom the concept must be communicated also grows.

As the concept matures, the need to communicate more and more specific aspects of career education also increases. We felt this added emphasis was vital.

Those readers wishing information over and beyond that found in these project summaries are requested to contact project directors on an individual basis. Because each project director is working hard to deliver a good product, it is hoped that further inquiries will be directed toward them only if important and crucial questions need to be asked.

Kenneth B. Hoyt, Director
Office of Career Education
U.S. Office of Education

April, 1978

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BACKGROUND

In August of 1974, the Congress of the United States enacted the Education Amendments of 1974 (Public Law 93-380). This Act, under Section 406, authorizes the U.S. Commissioner of Education to undertake a program of career education. Section 406 of Public Law 93-380 represents the first specific career education legislation to be enacted by the Congress.

The career education legislation set forth in Section 406 of Public Law 93-380 does five things: (1) calls for the establishment of an Office of Career Education in the U.S. Office of Education and specifies that the Director of the Office of Career Education shall report directly to the U.S. Commissioner of Education, (2) calls for the establishment of a National Advisory Council for Career Education which will advise the Commissioner of Education on the implementation of the career education program and will make recommendations to the Congress concerning further career education legislation, (3) directs the Commissioner of Education to conduct a survey and assessment of the current status of career education in the United States and to submit to the Congress a report on the survey, (4) authorizes the Commissioner of Education to make grants to State departments of education to enable them to develop State plans for the implementation of career education; grants for these State planning projects may be awarded in only two fiscal years: FY 1976 and FY 1977, and (5) authorizes the Commissioner of Education to support projects designed to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education). Grants in support of the demonstration projects may be awarded to State educational agencies, local educational agencies, institutions of higher education, and other nonprofit agencies and organizations during the period from August 21, 1974 to June 30, 1978.

For carrying out the provisions of the career education legislation, the Commissioner is authorized to expend not more than $15 million per year for four fiscal years (FY 1975, FY 1976, FY 1977, and FY 1978). In actual practice, the Congress has appropriated $10 million in Fiscal Year 1975, $10,135,000 in Fiscal Year 1976, and $10,135,000 in Fiscal Year 1977 for the implementation of the career education program.

The U.S. Office of Education has moved vigorously to implement the new career education legislation. An Office of Career Education was established within the U.S. Office of Education, as announced in the FEDERAL REGISTER on January 31, 1975 (Vol. 40, No. 22, page 4665). The Secretary of Health, Education, and Welfare appointed the members of the National Advisory Council for Career Education in March of 1975.

The Council held its first meeting on March 31, 1975, and has been meeting at periodic intervals ever since. The Council has already issued a number of significant reports and publications. (See, for example, the November 1975 document entitled Interim Report With Recommendations for Legislation, which is available in the ERIC System under the accession number ED-112-268. Also see the October 1975 document entitled The Emerging History of Career Education: A Summary View (ED-122-011) and the 1976 documents entitled Career Education Update (ED-133-513), NACCE 1976 Interim Report (ED-141-626), Next Steps in Career Education (ED-141-574), and A Summary of Commissioned Papers Prepared for NACCE (ED-128-661).

In May of 1975, the U.S. Office of Education awarded a contract to the American Institutes for Research in Palo Alto, California for the conduct of a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States. This survey and assessment, which was completed in the Spring of 1976, formed the basis for the report to the Congress as required under Section 406. The report, which was transmitted to the Congress in May of 1976, is entitled Career Education in the Public Schools, 1974-75: A National Survey (DHEW Publication No. OE-76-00507). It has been published for distribution to the public and is available from the U.S. Government Printing Office at $4.00 per copy under the Stock No. 017-080-01560-9. In addition, it is available in the ERIC System under the accession number ED-122-165.

A series of steps has also been taken in regard to the award of funds for the support of career education projects, as authorized under Section 406. On March 14, 1975, the U.S. Commissioner of Education published a notice concerning the career education program in the FEDERAL REGISTER, Volume 40, Number 51, Pages 11928, 11929, and 11930. The FEDERAL REGISTER notice set forth the program purposes for career education and the funding criteria to be used in the selection of applicants for support with Fiscal Year 1975 funding. The notice also stated that the cut-off date for receipt of applications under the Fiscal Year 1975 Career Education Program would be April 21, 1975, and provided instructions to interested applicants concerning the preparation and submission of applications for grants to support specific types of career education projects.

By the cut-off date of April 21, 1975, the U.S. Office of Education had received 880 applications seeking support for career education projects of various types. These applications were reviewed, rated, and ranked by specially-constituted review panels composed of career education specialists from local school districts, State departments of education, colleges and universities, and the Federal Government. Through the review process, many worthwhile and well-designed project proposals were identified. However, since the Fiscal Year 1975 funding for the career education program amounted to only $10 million, only the very highest ranking applications could be selected for support. In June of 1975, grants were awarded to the 80 highest ranking applications. The average grant size was $123,500. The grantees were authorized to initiate their project activities on July 1, 1975, with the grant period terminating on June 30, 1976.

The 80 grant awards, plus the one contract for the survey and assessment of career education, resulted in a total of 81 career education projects supported under the Fiscal Year 1975 appropriation. The 81 projects were grouped into six categories:

Category	Number of Projects	Amount of Funding
1. Activities designed to effect incremental improvements in K-12 career education programs.	45	$5,802,756
2. Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, and institutions of higher education.	7	918,691
3. Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority, low income, and female youth.	12	1,045,364
4. Activities designed to demonstrate the most effective methods and techniques for the training & retraining of persons for conducting career education programs.	4	750,298
5. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	12	1,173,640
6. Activities designed to accomplish a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States, as required under sub-section (e) of Section 406 of P.L. 93-380.	1	308,640
TOTALS	81	$9,999,457

Profiles of all 81 of the projects supported under the Fiscal Year 1975 appropriation have been provided in the publication entitled Profiles of Career Education Projects: First Year's Program, Fiscal Year 1975 Funding. In that publication, a 3-page profile of each project is presented; the profiles are grouped by categories and arranged alphabetically by State within each category. The publication is available in the ERIC System under the accession number ED-120-411.

In order to begin the application and selection process for the career education projects to be supported under the Fiscal Year 1976 appropriation, the U.S. Commissioner of Education published a notice concerning the Fiscal Year 1976 Career Education Program in the FEDERAL REGISTER, Volume 40, Number 237, page 57376 on December 9, 1975. This FEDERAL REGISTER notice described the Fiscal Year 1976 Career Education Program and invited interested applicants to prepare and submit applications for support with Fiscal Year 1976 funding. The notice stated that the cut-off date for receipt of Fiscal Year 1976 applications would be February 23, 1976, and provided instructions to interested applicants concerning the preparation and submission of applications for grants and assistance contracts to support specific types of career education projects.

By the cut-off date of February 23, 1976, the U.S. Office of Education had received 992 applications seeking support for career education projects of various types. These applications were reviewed, rated, and ranked by specially-constituted review panels composed of career education specialists from local school districts, State departments of education, colleges and universities, and the Federal Government. Through the review process, many worthwhile and well-designed project proposals were identified. However, since the Fiscal Year 1976 funding for the Career Education Program amounted to only $10,135,000, only the very highest ranking applications could be selected for support. In June and July of 1976, grants and assistance contracts were awarded to the 109 highest ranking applications. The average size of the grant and assistance contract awards was $75,081. The recipients of the grants and assistance contracts were authorized to initiate their project activities in the Summer of 1976; the projects were scheduled to terminate in the Summer of 1977.

In addition to the 109 grants and assistance contracts awarded under the Fiscal Year 1976 appropriation, procurement contracts were funded to concentrate on selected areas of career education needing special emphasis. In February of 1976, Requests for Proposals (RFP's) were announced in the Commerce Business Daily, inviting interested organizations to submit proposals for conducting special types of career education projects specified by the U.S. Office of Education.

In response to these RFP's, a total of 138 contract proposals were received. These proposals were read, rated, and ranked by specially-constituted review panels, and nine of the proposals were selected for the award of procurement contracts. The average size of the procurement contracts was $216,794.

The 109 grants and assistance contracts, plus the 9 procurement contracts, resulted in a total of 118 career education projects supported with the Fiscal Year 1976 appropriation. The 118 projects were grouped into six categories:

Category	Number of Projects	Amount of Funding
1. Activities designed to effect incremental improvements in K-12 career education programs.	32	$4,293,723
2. Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education.	8	804,201
3. Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority and low income youth, and to reduce sex stereotyping in career choices.	14	979,390
4. Activities designed to demonstrate the most effective methods and techniques for the training & retraining of persons for conducting career education programs.	4	539,995
5. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	13	1,515,669
6. Projects for the development of State plans for implementation of career education in the local educational agencies of the States, under the provisions of sub-section (f)(2) of Section 406 of P.L. 93-380.	47	2,002,004
TOTALS:	118	$10,134,982

Of the 118 projects, 71 were demonstration projects in categories 1 through 5. The remaining 47 projects were State planning projects in category 6. Grants for State planning projects were awarded to 44 States and 3 territories. The States and territories which did not apply for and receive State planning grants were: Alaska, Delaware, Kentucky, Louisiana, Montana, South Carolina, Samoa, Guam, and the Virgin Islands. Profiles of all of the State planning projects have been provided in the publication entitled Profiles of Career Education State Planning Projects: Fiscal Year 1976 Funding and Fiscal Year 1977 Funding. Profiles of all 71 of the demonstration projects supported under the Fiscal Year 1976 appropriation have been provided in a separate publication entitled Profiles of Career Education Projects: Second Year's Program, Fiscal Year 1976 Funding. In that publication, a two or three page profile of each of the demonstration projects is presented. The publication is available in the ERIC System under the accession number ED-138-786.

In order to begin the application and selection process for the career education projects to be supported under the Fiscal Year 1977 appropriation, the U.S. Commissioner of Education published a notice concerning the Fiscal Year 1977 Career Education Program in the FEDERAL REGISTER, Volume 42, Number 7, page 2358 on January 11, 1977. (A second notice was published in Volume 42, Number 10, page 3031 on January 14, 1977.) These FEDERAL REGISTER notices described the Fiscal Year 1977 Career Education Program and invited interested applicants to prepare and submit applications for support with Fiscal Year 1977 funding. The notices stated that the cut-off date for receipt of Fiscal Year 1977 applications would be March 15, 1977, and provided instructions to interested applicants concerning the preparation and submission of applications for grants and assistance contracts to support specific types of career education projects.

By the cut-off date of March 15, 1977, the U.S. Office of Education had received 753 applications seeking support for career education projects of various types. Through the same review process utilized in the preceding years, all of the applications were reviewed, rated, and ranked, and the 121 highest ranking applications were selected for support. In July and August of 1977, grants and assistance contracts were awarded to these 121 applicants. The average size of the grant and assistance contract awards was $68,400. The recipients of the grants and assistance contracts were authorized to initiate their project activities in the Summer of 1977; the projects were scheduled to terminate in the Summer of 1978.

In addition to the 121 grants and assistance contracts awarded under the Fiscal Year 1977 appropriation, bids were taken and procurement contracts were awarded to 16 agencies and organizations to conduct special types of career education projects specified by the U.S. Office of Education. The average size of the procurement contracts was $115,800.

The 121 grants and assistance contracts, plus the 16 procurement contracts, resulted in a total of 137 career education projects supported with the Fiscal Year 1977 appropriation. The 137 projects were grouped into six categories:

Category	Number of Projects	Amount of Funding
1. Activities designed to effect incremental improvements in K-12 career education programs.	21	$ 1,665,550
2. Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education.	12	999,673
3. Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority and low income youth, and to reduce sex stereotyping in career choices.	20	1,629,515
4. Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs.	13	1,331,546
5. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	18	2,069,807
6. Projects for the development of State plans for implementation of career education in the local educational agencies of the States, under the provisions of sub-section (f)(2) of Section 406 of P.L. 93-380.	53	2,438,899
TOTALS:	137	$10,134,990

Of the 137 projects, 84 were demonstration projects in categories 1 through 5. The remaining 53 projects were State planning projects in category 6. Grants for State planning projects were awarded to 48 States and five territories. The States and territories which did not apply for and receive State planning grants were: Iowa, Louisiana, and Samoa. Profiles of all of the State planning projects have been provided in the publication entitled Profiles of Career Education State Planning Projects: Fiscal Year 1976 Funding and Fiscal Year 1977 Funding.

It is the purpose of the present publication to provide individual profiles of each of the 84 demonstration projects supported under the Fiscal Year 1977 appropriation. On the pages which follow, these 84 project profiles have been grouped by categories and arranged alphabetically by State within each category.

Appendix A provides a tabular summary of all of the grant, assistance contract, and procurement contract funds awarded for career education projects under Section 402 and Section 406 of Public Law 93-380 for Fiscal Years 1975, 1976, and 1977. In Appendix B will be found a reproduction of the Fiscal Year 1977 FEDERAL REGISTER announcement concerning the career education program.

PROJECT CELL: CAREER EDUCATION FOR LIVELIHOOD AND LEISURE

Pickens County School System *Carrollton, Alabama*	*Assistance Contract Award from Career Education Program for: 7/1/77 - 6/30/78* *$11,000* *Assistance Contract Award No. G0077C0091*

PROJECT DIRECTOR: Mr. J. B. Wier
Pickens County Board of Education
P.O. Box 32
Carrollton, Alabama 35447
(205) 367-8189

PARTICIPATING INSTITUTION(S): Pickens County School System

MAJOR OBJECTIVES

1. Students in grades 4-6 will demonstrate an awareness of the world of work, and students in grades 7-12 of the Pickens County School System will demonstrate an awareness of the relationship between what they are being asked to learn in school and what they may do when they leave the educational system.

2. Students in grades K-12 will demonstrate a positive concept of self and others.

3. Students in grades K-12 will demonstrate at least four good work habits as reflected by increased academic achievement. (Special attention will be given to increasing the basic academic skills of sixth grade pupils.)

4. Students in grades 9-12 will demonstrate a constructive and/or productive use of leisure time.

5. Parents and lay persons will become aware of career education as it is operationally defined in the Pickens County School System.

6. Parents or guardians of pupils of grades K-12 will enlist directly in curriculum planning and development. (The unit - Work Experiences In The Home - contains the guidelines for parents' or guardians' involvement.)

PROJECT ACTIVITIES

During the 1977-78 school term, counselors, principals, teachers, central staff, and media specialists will be involved in providing activities and resources to assist pupils and parents in accomplishing the objectives stated above. These major activities include:

1. orientation of each school faculty to PROJECT CELL;
2. planned conferences with individual teachers and small groups of teachers at grade level in the respective schools;
3. selection of instructional material by teachers, local media specialists, central office media specialist and project director;
4. integration of information relating to the world of work into classroom activities;
5. student field trips to county places of work and places outside of the county within a 60-mile radius (business, industry, professional offices, government agencies, etc.);
6. enhancement of self-concept of pupils through appropriate activities and/or experiences;
7. involvement of pupils in acquiring good work habits;
8. involvement of senior high school pupils in the constructive and/or productive use of leisure time;
9. enlistment of parents or guardians of K-1 pupils in curriculum planning and development;
10. evaluation of project.

EVALUATION

The following statistical techniques will be used in the evaluation design as they relate to the appropriate objectives:

1. t - test
2. chi - square
3. F - ratio

The rejection level of .05 will be employed to accept or reject the NULL Hypothesis in each of the above techniques. Also, teacher observations, as they relate to the appropriate objectives, will be employed in a pre-post technique.

Objective 1: Teachers will administer the following instruments:

1) How I Feel About the World of Work - grades 4-8.
2) Career Maturity Inventory - McGraw-Hill - Copyright 1973 - grades 9-12.

Objective 2: Teachers will complete the form - Evaluation of Self-Concept Enhancement - grades K-3 - to reflect pupil demonstration of positive self-concept of self and others. Further, teachers will administer - Self Esteem Inventory - Form 6 - grade 4. Still further, teachers will administer - Self-Concept As A Learner Scale - Bureau of Educational Research and Field Services, University of Maryland - grades 5-12.

Objective 3: Teachers will administer - Iowa Test of Basic Skills - equivalent forms 5 and 6 - grade 6. Teachers will complete form - Evaluation of Student Demonstration of Good Work Habits - to determine student progress relating to good work habits - K-5 and 7-12.

Objective 4: Students will complete pre-and post-questionnaire - "How I Spend My Leisure Time." A comparison will be made of pre-and post-questionnaire information to determine whether students are using their leisure time in a more productive or wiser manner.

Objective 5: During May 1978, parents and other representative lay persons in the attendance area will be requested to complete a survey form soliciting parent and other lay person awareness relating to career education in the Pickens County School System.

Objective 6: Parents of kindergarten and first grade pupils in the attendance area will be asked to complete a form reporting their reaction of their supervision of pupil work experiences in the home. Teachers of kindergarten and first grade pupils in the Pickens County School System will report the number and percent of parents participating in curriculum planning and development through supervisory pupil work experiences in the home.

COMMUNICATION

The project director will disseminate the project proposal to all professionals, teacher aides, presidents of parent-teacher organizations, advisory council, and others, if requested. Also, copies of reports and evaluation will be distributed to the State Career Education Coordinator or any person or agency requesting the information. Copies of the final evaluation of Project CELL will be available on June 15, 1978.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 Students; Parents	
Type of Area Served	Rural	
Number of Persons Served	K-6	2,249
	7-9	1,207
	10-12	1,000
	Parents	5,000
Minority Groups Served	Black	40%
Income Distribution	Under $5,000	48.0%
	$5,000-$9,999	31.5%
	$10,000-$14,999	16.0%
	$15,000-$19,999	3.0%
	$20,000 or more	1.5%
Special Populations	Handicapped	5.5%
	Gifted and Talented	1.0%

MODEL CAREER ACCOUNTABILITY SYSTEM

Mesa Unified School District #4 *Mesa, Arizona*	*Assistance Contract Award from* *Career Education Program for:* *10/1/77 - 9/30/78* *$50,000* *Award No. G0077C0126*

PROJECT DIRECTOR:
Dr. William Raymond, Director
Planning and Special Projects
Mesa Unified School District #4
549 North Stapley Drive
Mesa, Arizona 85203
(602) 962-7525

PARTICIPATING INSTITUTION(S): Mesa Unified School District #4

MAJOR OBJECTIVES

1. To develop and prepare for distribution to educators and lay persons alike by August 30, 1978, a written document which describes an objective-based Model Accountability System (MAS) that identifies terminal career education behaviors at each grade level, K-12, covering several themes, assessment items for each objective, student individual diagnostic and mastery profiles, class, school, district profiles, and monitoring system approach.
2. To document the process and critique steps used in the development and tryout phases of the MAS model by September 15, 1978, as evidenced by a written report.
3. Participants (users) involved in the tryout and validation stages of the models will have a positive attitude toward the further implementation of the model as evidenced by an attitudinal instrument with analysis presented in a final report delivered by September 30, 1978.

PROJECT ACTIVITIES

This project will develop and implement a transportable accountability system comprised of a minimal set of student career education instructional objectives at grade K-12, corresponding assessment items, individual student diagnostic and mastery profiles, and a monitoring system. This accountability program will allow eventually for continuous progress of students. Its intent is to move career education from a project status to a district status with the responsibility for career education development resting with each individual teacher.

EVALUATION

In essence, this project is to develop a testing program and, therefore, the evaluation of the objectives are formative in nature.

Objective 1: Will be evaluated by developing a critique of the student objectives by technical and career education experts and through item tryout and analysis. Class, school and district profiles will be tried out and critiques made by users as to how they may be improved.

Objective 2: In essence, the evaluation of Objective 2 is the document with process and critique steps used in Objective 1.

Objective 3: An attitudinal instrument will be designed and administered to all users involved in the tryout and validation steps of the accountability model to determine attitude toward further implementation of the model.

COMMUNICATION

A news release and flyer will be prepared for nationwide distribution on this project. In addition, 300 copies of the model will be made available for dissemination across the nation and a journal article will be written and submitted for publication.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ---------	K-12 Students; Teachers, Administrators; Counselors	
Type of Area Served ----------	Suburban	
Number of Persons Served -----	K-6	16,488
	7-9	6,925
	10-12	6,744
	Teachers	1,408
	Administrators	79
	Counselors	39
	Other Staff	141
Minority Groups Served -------	American Indian	2.7%
	Black	1.3%
	Spanish Surname	9.6%
	Oriental	.7%
	Other	.2%

Income Distribution ---------------	Under $5,000	15%
	$5,000-$9,999	23%
	$10,000-$14,999	29%
	$15,000-$19,999	14%
	$20,000 or more	19%
Special Populations ---------------	Handicapped	11.2%
	Gifted and Talented	.2%

PROJECT LINKAGE

Mesa Unified School District #4
Mesa, Arizona

Procurement Contract from
Career Education Program for:
10/1/77 - 9/30/78
$24,994
Contract No. 300770426

PROJECT DIRECTOR:
Dr. Carolyn D. Raymond
Center for Career Development
Mesa Unified School District #4
549 North Stapley Drive
Mesa, Arizona 85203
(602) 962-7522

PARTICIPATING INSTITUTION: Mesa Unified School District #4

MAJOR OBJECTIVES

1. To significantly increase the knowledge and improve the attitudes of project participants regarding career education, the concept of collaboration, and effective utilization of community resources, as compared to other educators not participating in the project.

2. To significantly increase the use of community resources by project participants in Community Education/Work Council efforts, as compared to other educators not participating in the project.

3. To document the results of objectives one and two for dissemination to other career education practitioners across the nation.

PROJECT ACTIVITIES

This project will train 75 teachers in methods that may be used to increase cooperation and participation of business people and other community citizens in the education of our students. The project will also provide a direct linkage with Mesa's recently formed Community Education/Work Council. The training will be accomplished through a 25-28 hour (four day) program, with the four separate days of training probably occurring at intervals of approximately one month. Business people and other community citizens will serve as the principal trainers in all project activities. The project will include such specific activities as study sessions with the Community Education/Work Council, interaction sessions with community members, presentations by and interaction with career speakers, visits to community/business sites, and lecture/study sessions with focus on the operational procedures necessary to allow teachers and students to make use of the community as a learning laboratory.

EVALUATION

Objectives 1 and 2: The evaluation of these objectives will involve the use of an experimental design. Increase in knowledge will be measured through the use of a criterion-referenced test based upon the participant objectives of the training program, improvement in attitudes will be measured through the use of an attitudinal survey, and increase in the use of community resources will be measured through the use of a resource usage data collection instrument. Statistical comparisons will be made between experimental and control group performances in each of these areas.

Objective 3: The data and analysis conducted in conjunction with objectives one and two will be used to accomplish this objective. Evidence of accomplishment will be the written document prepared to report these data and analyses.

COMMUNICATION

A final evaluation report which documents the results of evaluation of objectives one and two will be disseminated to career education practitioners nationwide. In addition, a set of "Activity Cards" will be developed to share collaborative activities with others.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 Students; Teachers; Administrators; Counselors	
Type of Area Served	Suburban	
Number of Persons Served	7-9	5,250
	10-12	6,000
	Educational Staff	75
Minority Groups Served	American Indian	2.7%
	Black	1.3%
	Spanish Surname	9.6%
	Oriental	.7%
	Other	.2%
Income Distribution	Under $5,000	15%
	$5,000-$9,999	23%
	$10,000-$14,999	29%
	$15,000-$19,999	14%
	$20,000 or more	19%
Special Populations	Handicapped	11.2%
	Gifted and Talented	.2%

STATE LEVEL CONSORTIUM IN THE FIELD OF CAREER EDUCATION

Industry Education Council of California *Burlingame, California*	*Grant Award* *10/1/77 - 9/30/78* *$25,000* *Award No. 300770419*

PROJECT DIRECTOR:
Henry D. Weiss, Executive Vice President
Pat Hill Hubbard, Programs Manager Consultant
Industry Education Council of California
1575 Old Bayshore Highway, Suite 202
Burlingame, California 94010
(415) 697-4311

PARTICIPATING INSTITUTION(S): IECC efforts cover more than 20 communities including the broader community of the State of California. There are 73 participating schools and public agencies and 37 companies are listed as 1977 California Business Roundtable Donors.

MAJOR OBJECTIVES

Engage the collaborative participation of California companies and State agencies and institutions.

Provide new resources and stimulation for infusion of career education in the California educational system, K-14.

To use information and results from the litany of programs and activities, essentially a diverse system of program encounters for agencies, business, labor and government, working with education in a career education setting, as a stimulus for policy review and adjustment.

PROJECT ACTIVITIES

Demonstrate and exercise the collaborative process through experiential activities for institutions and their staffs. This is done in a variety of communities and in a variety of ways related to some specified need or characteristic in that community (i.e., migrant students, handicapped, disadvantaged, etc.).

The project activities are:

1. Business, industry, labor participation in the accrediting process in cooperation with the Western Association of Schools and Colleges.

2. School advisory support for major corporations for the audit/fiscal policies of the State Department of Education.

3. Participation of business/industry/labor in the State Plan for Vocational Education (including career education relationships).

4. Business/industry/labor participation in the determination and implementation of California high school graduation competencies (particularly in those backing the infusion of career education and work-world entry).

5. Junior high/middle school career and economic awareness in the field of energy.

6. Career education implementation in Fresno Unified School District (using a district wide career education management school approach, K-12).

7. Implementation of business/industry/labor support planning and program for Los Angeles Unified career magnet schools.

8. Provision for cooperative education computerized clearinghouse with select community colleges in the San Francisco Bay Area.

9. Operative program implementation infusing career and economic education (with the California Council for Economic Education).

10. Model urban (disadvantaged) career education demonstration project, San Francisco.

11. Development of a demonstration career and work ethic in disadvantaged elementary school (parents and students).

12. Assistance to and formation of community-level industry education councils (20 community-level councils).

13. Developing career exploration activities for the handicapped to assist in the affirmative action employment interests of California employers.

14. Model demonstrations of career awareness and exploration for migrant Chicano youth in California.

15. Participation in the National Manpower Institute collaborative building information process.

16. Assist with the business/industry/labor support in the development of the California Manpower Management Information System for the curriculum impact (career education included).

17. Provide industry-developed career education materials for schools (from unions, companies and government).

18. Set up a communications network between IEC's and the communities engaged in projects and programs.

19. Joint counseling institutes with the National Alliance of Businessmen for teachers and counselors.

20. Implement the first California conference on Career Education and Economic Awareness.

EVALUATION

1. Each of the projected activities above has its own evaluation process.
2. The success of the general program will be reviewed by the Program Task Force of the Industry Education Council which comprises representatives from business/industry/labor/education and government.
3. The participating agencies and school districts in each of these projects will attest to the impact on their institutions.

COMMUNICATION

A. Some of the projects will deliver products. The basic product will be the construction of operating business/industry/labor/government/education collaboratives at the local and State levels that can service and impact career education.

B. Major conference planned is the Career Education and Economic Awareness Conference to be held in San Diego on January 27, 28, and 29. Some 2,000 people are attending from institutions that cut across business/industry/labor/government and education. The conference in itself (by the nature of its co-sponsors) is a collaborative effort.

C. The literature will be available January through July, depending on the nature of the demonstrations, communities and the institutions involved.

DEMOGRAPHIC INFORMATION

Levels/Groups Served -------------- K-14 students, ages 6 through adult
Type of Area Served --------------- State of California
Number of Persons Served ---------- Approximately 5 million learners are enrolled in the school districts involved.
Minority Groups Served ------------ Migrant Chicanos; urban disadvantaged; students in non-traditional oriented exploration.
Special Populations --------------- Handicapped youth.
Income Distribution --------------- Range from disadvantaged to advantaged

INCREMENTAL IMPROVEMENT OF A K-12 CAREER EDUCATION PROGRAM

Monterey Peninsula Unified School District
Monterey, California

Assistance Contract Award from
Career Education Program for
7/1/77 - 6/30/78
$82,300
Assistance Contract Award No.
G0077C0057

PROJECT DIRECTOR: H. Wayne McDaniel
Director of Occupational and Vocational Education
Office of Occupational and Vocational Education
Monterey Peninsula Unified School District
700 Pacific Street
Monterey, California 93940
(404) 649-7291

PARTICIPATING INSTITUTION(S): Monterey Peninsula Unified School District

MAJOR OBJECTIVES

1. Career Awareness: Elementary students in all schools will acquire new interests and new information about careers as a result of applications made of basic skills subjects to the work and leisure-time activities of adults.

   Junior and senior high students in all schools will acquire new information about the work of adults as a result of resource persons' visitations to school and/or field trips to the community.

   Junior and senior high students in all schools will acquire new information about careers as a result of applications of math and language arts subject matter to the work of adults.

2. Career Preparation: Elementary students in all schools will increase their yearly rate of achievement in reading, language arts, and math as a result of career activities.

   Seventh and eighth grade students in all schools will increase their yearly rate of achievement in math and language arts as a result of applications of subject matter made to its daily life usage and the work of adults.

   The number of seniors in both high schools with entry-level skills will increase as a result of occupational, vocational, and academic programs developing one or more skills needed in obtaining a job.

The number of seniors in the high schools having job-getting skills will increase as a result of a program providing job-getting skills.

3. Career Exploration: Disadvantaged and handicapped students in the high school with career related needs will improve in school interest motivation, self-knowledge and career maturity as a result of exploratory experiences and participation in decision-making seminars.

   Students in the high schools who participate in career related "hands-on" exploratory experience will acquire new interests and skills.

4. Consumer Economics: Elementary and secondary students in all schools who participate in consumer economics activities will achieve a designated level of knowledge of economics and consumer understanding.

5. Work Attitude Development: Elementary students in all schools will develop a positive attitude toward work as a result of a program designed to improve school attendance, work habits, punctuality, cooperativeness, and task completion.

6. Parent Involvement: Elementary students in all schools will demonstrate a new skill or interest as a result of their parents' involvement in career education activities in their homes.

7. Staff Development: All district teachers, administrators, and counselors will demonstrate understanding of career education concepts and methodologies as a result of staff development.

PROJECT ACTIVITIES

The project activities designed to provide incremental improvement include the following:

- Increase the basic skills (language and math) achievement of students associated with career related applications of basic skills to real and simulations of the adult world.

- Provide experiences at all grade levels for students to develop their own abilities to gather, process, and use information effectively via a variety of decision-making experiences, values clarification and applications of basic skills subjects.

- Further develop and implement career education programs uniquely appropriate for the gifted, handicapped, and disadvantaged students.

- Significantly increase the variety of career awareness, career exploration, and career preparation experiences available to all students as a basis for more informed career planning and decision-making.

- Further develop and implement a sequential program of economic and consumer understanding for each grade level with the objectives of improved decision-making in all areas relating to economics and consumerism.

- Significantly increase the numbers of people from the community and parents working in collaboration with the school staffs in the whole career education effort in this district. Further, emphasis is to be given to increasing the varieties of different opportunities for contributions these resources can make to the program.

- Expand the staff development program so as to ensure that all staff members are prepared to integrate career education concepts and methodologies into the instructional program of every classroom in the district.

- Develop a career education advisory council in each school as adjunct to the community-wide advisory council.

- Develop a plan for early and continuous identification of the special abilities, talents, aptitudes, and competencies of all students which can serve as a basis for improving the individualization of career development programs.

EVALUATION

The project calls for both implementation and outcome evaluation of each component. Educational Testing Service is serving as the third party evaluation auditor.

COMMUNICATION

A. The products that will be available at the end of the project:

- Elementary Staff Development Handbook
- Secondary Staff Development Handbook
- Career Awareness Curriculum Activities for Primary Grades
- Career Awareness Curriculum Activities for Intermediate Grades
- Intermediate Take Home Activities
- Mathecon, Curriculum Guide for Secondary Mathematics
- Consumer Economic Activities for Secondary Social Studies
- Language Arts Secondary Curriculum Guide
- The Economic Aspects of Ecology for Grade 10
- Career Search for Seniors
- Guidance Resource Guide for Junior High
- Guidance Resource Guide for Grade 10

B. At the first statewide Career Education Conference to be held January 27-29 in San Diego, the Monterey Peninsula Unified School District Career Education staff will present the K-12 program in its entirety.

C. The Monterey Peninsula Unified School District Career Education staff will provide a workshop presenting its K-12 program as listed above in May, 1978 for representatives from each of the Monterey County school districts.

D. The Monterey Peninsula Unified School District Career Education products listed above are being sent to the National Center for Career Education at Missoula, Montana and to the California State Career Education Library in Sacramento, California.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12	
Type of Area Served	Urban	
Number of Persons Served	K-6	8,356
	7-9	3,339
	10-12	14,836
Minority Groups Served	American Indian	7
	Black	1,333
	Mexican American	413
	Spanish Surname	375
	White	5,303
Income Distribution	Low Income	733
Special Populations	Handicapped	876
	Gifted and Talented	452

IDENTIFICATION OF EVALUATED, EXEMPLARY ACTIVITIES IN CAREER EDUCATION (K-12)

American Institutes for Research
Palo Alto, California

Procurement Contract Award from
Office of Planning, Budget, and
Evaluation and Office of Career
Education for:
8/1/77 - 5/31/78
$213,492
Procurement Contract No. 300770303

PROJECT DIRECTOR: Dewey Lipe
Anita Mitchell, Principal Investigator
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302
(415) 493-3550

PARTICIPATING INSTITUTION(S): Select school systems across the United States.

MAJOR OBJECTIVES

1. Gather and analyze reports of career education evaluations in the K-12 grade range, completed since June 1974.
2. Identify specific career education activities which have been objectively evaluated to show evidence of effectiveness.
3. Prepare documentation for use in disseminating the activities found effective.
4. Prepare a handbook for local career educators which will include evaluation models and guidance in evaluating their activities.

PROJECT ACTIVITIES

1. The first activity will be to solicit nominations of exemplary career education activities from state education agency staff and other knowledgeable people across the country. Evaluation reports and other activity documentation will be solicited from nominees and materials received will be read and analyzed.
2. Criteria will be developed for screening documentation received from nominees. Attention will be given especially to evidence of effectiveness that can be

attributed to the career education activity. Ten activities judged most effective on the basis of the evaluation reports will be selected for site visitation during which the evaluation evidence will be reviewed and additional descriptive materials will be gathered. Documentation of activity effectiveness will be prepared for presentation to the HEW Education Division's Joint Dissemination Review Panel (JDRP).

3. Those activities which are approved by the Panel on the basis of objective evidence of effectiveness will be disseminated through the Office of Education's National Diffusion Network and by the Office of Career Education. Materials to aid in that dissemination effort will be prepared by this project.

4. While examining reports of nominated projects for the purposes of Objective 1, a list will be made of the questions that career educators want answered by the evaluation data. Models of career education evaluation will be developed to answer those questions and a handbook for local career educators will demonstrate the application of the models.

EVALUATION

The desired outcome of this project is to do a thorough, competent and fair job in achieving its stated objectives. Evaluation of this project might be compared to an evaluation of a construction contractor to determine how closely he/she followed the blueprint. Such evaluation is primarily a monitoring process. The primary monitor of this project is the Office of Education's assigned Project Officer who maintains close scrutiny of project activities.

COMMUNICATION

A career education activity description will be prepared for each activity that passes JDRP review. Each description will contain information that would be required for replicating the activity at another site. The descriptions will be available to the National Diffusion Network and Office of Career Education to use in their dissemination programs.

A handbook on career education evaluation models and procedures will be available for dissemination to local career educators.

A project final report will be prepared for the project sponsors.

All the above products will be completed and ready for dissemination by 31 May 1978.

As opportunities arise, journal articles and symposia presentations will be prepared in order to share results of this project with interested colleagues.

DEMOGRAPHIC INFORMATION

This project is national in scope. It is limited to K-12 grade range but has no other demographic limitations placed on it.

URBAN SCHOOLS CAREER EDUCATION INCREMENTAL IMPROVEMENT PROJECT, K-12

PHASE III

Industry-Education Council of California
San Francisco, California

Assistance Contract Award from
Career Education Program for:
7/1/77 - 6/30/78
$70,000
Assistance Contract Award No.
G0077C0046

PROJECT DIRECTOR: Ms. Lucinda L. Kindred
Industry-Education Council of California
2609 Union Street
San Francisco, California 94123
(415) 567-6357

PARTICIPATING INSTITUTION(S):
San Francisco Unified School District
Oakland Public School District
Industry-Education Council of California
National Alliance of Businessmen
Community Career Council, Oakland
Enterprise for Students

MAJOR OBJECTIVES

1. Documentation of those successful (and unsuccessful) strategies and process for installing career education in urban schools with a special focus on the elementary grade levels (the senior high schools and junior high schools were our project focus in Phase I - II of the project, 1975 - 1977).

2. Testing an evaluation scheme for school work cooperative efforts, methods and instruments that can be of direct judgmental worth to school personnel at the school site, central office and school board level in evaluating and improving the effectiveness of career education projects and assessing student needs and achievement in these kinds of urban schools.

3. Development of workplace resources: undertaking a comprehensive program of introducing and educating the workplace to resource needs, adoption, and planning requirements of functional community-oriented career education.

PROJECT ACTIVITIES

Teacher training and curriculum development workshops are planned for fifty elementary teachers from San Francisco and Oakland Public Schools. These teachers will then be designated "Master Teachers" and be available within their districts for career education teacher training for elementary teachers in the future.

Some 450 secondary school counselors and teachers from throughout the entire Bay Area will receive inservice training through the Career Information Exchange on community resources available to the schools to support career education program efforts. Training will focus on job requirements, job projections, job readiness and business-labor-industry resources in the community to support career education programs in the schools.

Parent volunteers will be trained to support classroom activities with curriculum focussing on job preparedness and job readiness. In addition, parent volunteers will be recruited and trained to help place students in part-time and after school job opportunities in the community.

A major activity of the project will be to continue to identify resources, people, materials and programs in the community that can expand and augment the in-school career education activities. These community resources will be targetted to meet identified teacher needs.

Since the Industry-Education Council of California operates as a "third party" or "broker" for change, an important dimension of the project activities will be to ensure that the program initiatives this year are "institutionalized" within the school setting itself. Thus a major project activity focus will be to encourage the installation and acceptance of new career programs with adequate financial and personal support to sustain and expand these programs.

EVALUATION

Objective 1: The project evaluation, designed by project staff in conjunction with consultants from Shelter Institute in San Francisco, focusses on the link between assumptions concerning successful installations and institutionalization of career education in urban schools, the goals the project holds in relation to that assumption, target points or objectives which will reach that goal, and the strategies employed to achieve the goal. A range of evaluation mechanisms including bi-weekly staff analysis, personal observation, pre- and post-tests, individual interviews, group verbal evaluation sessions, and regular evaluation sessions with school agencies involved are employed to analyze progress and effectiveness in each area of the evaluation design: Principal leadership, teacher ownership, school site ownership, institutionalization, impact on students.

Objective 2: Project criteria for success, evaluated through pre- and post-testing of teachers involved in the Career Education Institute, accompanied by individual interviews, group verbal evaluation sessions, review of teachers' personal log books maintained during the Institute, and regular joint evaluation sessions with teachers' superiors (principals and district office personnel) is paralleled by development of evaluation criteria, methods, and reporting which would be relevant to school personnel.

Individual meetings, development workshops, and questionnaires have facilitated development of these evaluation aspects with involved teachers, school agency personnel, principals, district personnel, and school boards. The attempt has been to develop evaluation mechanisms which respond to the information needs of these school members, to establish criteria for success which is meaningful to them, and to report results in a way that is relevant to their context.

Objective 3: Business, industry, and labor participants in the Career Education Institute will respond to pre- and post-testing, individual interviews, group verbal evaluation sessions and review of log books maintained during the Institute to assess their awareness of career education concepts and to determine their ability to transfer those concepts to program planning, resource aid to schools, and means of supporting school career education curriculum.

COMMUNICATION

1. The Career Education Institute, World of Work for Elementary Teachers, will be conducted in two eight-week sessions, November - January and January - March. Twenty-five teachers will attend each session, in addition to business, labor, industry, and parent volunteer participants.

2. Two Career Education Fairs are planned, one to conclude each Career Institute. The fairs will contain a variety of materials, curriculum plans and program designs developed by participants in the Institute. The fair displays will be maintained after the fairs at the Teacher Shelter in Oakland, and at the Career Education Resource Center in San Francisco so that other teachers and personnel throughout each district may share the information and resources available.

3. Training materials developed during the Career Education Institute (and materials developed previously during Phase I-II) are available from our project for the cost of printing and mailing.

4. The Career Information Exchange, held in the Bay Area on November 14, offers the opportunity to distribute project materials and to offer information concerning project activities to approximately 500 counselors.

5. The Industry-Education Council will conduct a major State workshop on career education in San Diego in January, during which project initiatives and results will be discussed.

6. Several papers concerning career education and urban schools have been developed as an outcome of project activities and findings, and have been submitted for publication.

7. Copies of the project's final report and evaluation results will be available for the cost of printing and mailing.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 Students, Parents, Community	
Type of Area Served	Urban	
Number of Persons Served	K-6	2,126
	7-9	1,941
	10-12	1,790
	Teachers	95
	Counselors	450
	Community	325
Minority Groups Served	Black	51%
	Spanish Speaking	22%
	Chinese	4%
	Filipino	5%
	Other	2%
Income Distribution	Under $5,000	38%
	$5,000-$9,999	40%
	$10,000-$14,999	12%
	$15,000-$19,999	8%
	$20,000 or more	2%
Special Populations	Handicapped	2%
	Gifted and Talented	1%

STATE LEVEL CONSORTIA IN THE FIELD OF CAREER EDUCATION

Colorado Department of Education
Denver, Colorado

Procurement Award from
Career Education Program for:
10/1/77 - 9/30/78
$24,956
Procurement Award No. 300770420

PROJECT DIRECTOR:
Ms. Jeanne S. Werschke
State Coordinator of Career Education
Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203
(303) 839-2242

PARTICIPATING INSTITUTION(S): A consortium consisting of: The Colorado Association of Commerce and Industry; Colorado State University; The Colorado State Career Education Office

MAJOR OBJECTIVES

1. Maintain effective coordination among State-level governmental and private agencies in planning and implementing career education programs.
2. Increase the coordination and cooperation between business and education in planning and implementing career education programs within each Colorado community.
3. Provide evaluative information useful in improving the quality and impact of a series of conferences to form community business/education councils for career education and prepare a description of a local collaborative model for dissemination.

PROJECT ACTIVITIES

Representatives of the State-level consortium (State Career Education Offices, Colorado Association of Commerce and Industry, Colorado State University) will select a team to plan activities for the project year. The planning team will include, where it is feasible, persons who helped plan the orientation and conference programs during 1976-77.

The planning team will be convened in the fall of 1977 to organize and schedule the conferences for the 1977-78 academic year. Representatives of the planning team will contact school district personnel and Chamber of Commerce personnel in each of the communities that might participate for the first time in the conferences. An orientation session will be scheduled for each community. These initial orientation sessions are to be attended jointly by school personnel and representatives of business, industry and the human service agencies within the community. Two traveling representatives of the planning team will conduct the orientation sessions and offer assistance in the establishment of community business/education councils for career education. The community council will be composed of eight to ten persons with equal representation from education and the community groups. During these contacts, the status of community business/education coordination and cooperation in career education programs will be assessed.

Based on local assessments and on information collected previously, the content and schedule for three regional conferences will be established by the State planning team and arrangements for attendance coordinated with each community council. (One of the conferences will be supported through State career education funds.) During the conferences, the majority of time will be devoted to team work by each of the community councils. The intent of the heavy focus on team activities is to permit these teams to become better acquainted, to produce a set of goals and objectives and to develop a set of planned activities for accomplishing the goals and objectives.

A team facilitator will be assigned to each community council to assist and guide the team at the conference. The facilitator will be a professional person trained to work with small groups and skilled in assisting such groups in establishing goals and objectives and planning a schedule of activities. The work of these facilitators is a key and critical aspect of the conference.

A small number of general sessions will be designed for the conference. These general sessions will include presentations by selected individuals who can stimulate the planning of the community teams, and presentations by community teams designed to alert other teams to the types of goals, objectives and activities selected by other communities.

Teams from communities that had participated in the program in 1976-77 will be assisted in the assessment of the progress they had made and in planning future activities.

EVALUATION

The evaluation of the organization, content and impact of the conferences will involve several strategies. The initial evaluation strategy will consist of a conference critique meeting scheduled for early September. This critique meeting will be attended by members of the conference planning team as well as one member of the community council from each of the seven communities that attended the conference in the Spring of 1977. The intent of this critique meeting is to obtain specific feedback on the content and organization of the Spring 1977 conference and to obtain specific suggestions for changes that can be taken into account in designing the two conferences for the 1977-78 academic year.

A questionnaire will be mailed to the participants about the conference held in the Fall of 1977. A shortened version of the questionnaire will be used to obtain feedback from participants in the Spring 1978 conference. The shortened version will be used with this group because they will have had insufficient time to begin implementation of the plan of activities developed at the conference. Because of this

shortened time, it will not be possible to assess the impact of the conference on the activities of the teams attending the Spring 1978 conference.

In addition to the interviews and questionnaires, a short conference assessment instrument will be distributed and completed by participants on the last day of the '77 - '78 conferences.

The intent of the evaluation activities is to determine the validity of the model used in developing local business/education community teams, the adequacy of the format and content of the conference sessions, the impact of the preliminary activities on the formation of community teams, the kinds of goals and objectives that are completed by local teams, and to identify conditions that lead to the establishment of new goals and objectives or the inability of the team to function effectively.

Such an evaluation will have two primary uses. First, much of the information will be useful in improving the strategy and activities leading up to the conferences and help improve the quality of the conferences. The information from each conference will help with the improvement of succeeding conferences. Second, the evaluative information will be useful in documenting the impact of such a strategy on increasing coordination and cooperation between business and education components in communities. The evaluation may also be useful in providing persons in other States, or persons associated with other programs in the State of Colorado with information about the viability of such a strategy for promoting community/school interaction.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------------	Educators, Business, Labor and Community Members	
Type of Area Served-----------------	Small Town, Urban Suburban	
Number of Persons Served------------	Educators	250
	Business, Labor & Community Members	250
Minority Groups Served--------------	American Indian	.5%
	Oriental	1.0%
	Black	4.0%
	Mexican American	15.0%
	White	79.5%
Income Distribution-----------------	Under $5,000	19%
	$5,000-$9,999	34%
	$10,000-$14,999	27%
	$15,000-$19,999	15% (est.)
	$20,000 or more	5% (est.)
Special Populations-----------------	Handicapped	N/A
	Gifted & Talented	N/A

"I BELIEVE IN KIDS" - A CAREER EDUCATION DEVELOPMENT PROJECT

Jefferson County School Board
Monticello, Florida

Assistance Contract Award from
Career Education Program for:
7/1/77 - 6/30/78
$65,769
Assistance Contract Award No.
G0077C0047

PROJECT DIRECTOR:
Albert Thomas, Jr.
P.O. Box 499
Monticello, Florida 32344
(904) 997-4458/2022/2626

PARTICIPATING INSTITUTIONS:
Jefferson Elementary/Mamie Scott Annex
Howard Middle School
Jefferson County High School

MAJOR OBJECTIVES

The project will undertake activities designed to:

1) Develop strong community involvement and dissemination practices.
2) Develop improved educator involvement.
3) Develop improved learner outcomes.
4) Develop effective evaluation practices.

PROJECT ACTIVITIES

During the early fall months of 1977, a series of educational seminars for interested parents and citizens will be conducted by the career education project staff within the community at large. The seminar agendas will cover a wide variety of topics including a description of the goals and activities for 1977-78, and an identification of ways that parents can assist their children at home, and school. The outcome of each seminar will be the organization of community-school volunteer groups.

The project will also seek to create opportunities for business/labor representatives to actively participate in the schools by inviting business/labor representatives to participate in the seminars described above; re-informing business/labor representatives of ways in which they can assist the schools and in turn inviting suggestions from them on how they can best serve the schools; strongly encouraging participating educators to utilize the services of business/labor representatives whenever possible in their instructional activities; and inviting business/labor representatives to participate in regularly scheduled in-service training workshops.

Other project activities will include individual conferences with prospective educators by IBK staff members and testimony from educators already committed to career education. Newly hired teachers will be invited to participate in Career Ed activities at the beginning of the new school year in August, 1977.

Following extensive in-service training of K-12 teachers and counselors during the months of August, September, October, and November, 1977, activities will be implemented in the classroom that will emphasize self-awareness, educational achievement, good work habits, work seeking and work getting skills and decision making skills. Teaching strategies will involve curriculum infusion, field trips, role playing, large and small group counseling, resource speakers, and activity based instructional materials.

EVALUATION

The evaluation system that IBK will employ in 1977-78 is the Information Based Evaluation System which generates information from several information domains. The two domains of concern for IBK will be the process and product domains. Product evaluation will be made by use of pre- and post-tests at the elementary, middle and high school levels, while process evaluation data will be collected by Dr. John Bailey, III from the Florida State Department of Education, EPIC, Incorporated, and by a local evaluation committee. Community volunteers will assist in the collection of both pre- and post-learner outcome data.

COMMUNICATION

A quarterly IBK News Bulletin will be published for distribution locally, Statewide and nationally as follows: (a) Jefferson County educators and citizens, (b) 66 Florida school districts, (c) 50 State Departments of Education, (d) Other Federally funded projects, (e) Key governmental officials, and the (f) United States Office of Career Education.

Demonstration services will be provided for rural North Florida and South Florida districts upon request, beginning in January 1978 on a cost recovery basis. There will also be periodic publication of articles in the Monticello News. IBK will make live presentations to local and area groups and radio and TV appearances during the 1977-78 project year. IBK will also participate in numerous conferences, seminars, and meetings as presenters.

A handbook entitled the "IBK K-12 Career Education Model" will be made available by May 1978 on a cost recovery basis. A final report of the project will be made available to the Office of Career Education by June 30, 1978 and distributed free to others upon request for cost of printing and postage.

A Jefferson County Career Education Community Resource Bank will be compiled and distributed to participating teachers. It will include cluster coded educator, parents, and business/labor sections. It will also be made available on a cost recovery basis by May 1978.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 Students, Teachers, Counselors, Administrators and Parents	
Type of Area Served	Small rural town	
Number of Persons Served	K-5	1,035
	6-8	580
	9-12	760
	Parents	350
	Teachers	130
	Administrators	9
Minority Groups Served	Black	69.45%
Income Distribution	Under $5,000	52.77%
	$5,000-$9,999	29.41%
	$10,000-$14,999	12.70%
	$15,000-$19,999	4.00%
	$20,000 or more	1.12%
Special Populations	Gifted	.67%
	EMR	.84%
	SLD	.18%

PROJECT FOR INCREMENTAL IMPROVEMENT IN CAREER EDUCATION

Central Savannah River Area
Cooperative Educational Service Agency (CSRA CESA)
Thomson, Georgia

Assistance Contract from
Career Education Program for:
10/1/77 - 9/30/78
$89,000
Assistance Contract Award No.
G0077C0116

PROJECT DIRECTOR:
Ms. Margaret Harper
Columbia County School System
Office of Career Education
Belair Elementary School
Evans, Georgia 30809
(404) 863-8725

PARTICIPATING INSTITUTIONS:
Columbia County School System
Appling, GA 30802 in cooperation
with CSRA CESA which services 11
neighboring school systems

MAJOR OBJECTIVES

1. Implementation of a comprehensive K-12 Career Education Program, including Infusion, Career Education Resource Centers for Teachers and Students, Career Guidance, Community Resources, Hands-On Alternatives, and Job Shadowing, will be continued through a curriculum and staff development approach in the pilot schools; selected components of the K-12 program will be implemented in all interested schools in Columbia County.

2. By unifying and focusing basic subjects around a career development theme, students in grades K-12 involved in the career education program will improve their overall pupil performance and awareness of self and career alternatives.

3. By June 1, 1978, 30% of all classroom teachers at the schools involved in the career education program will infuse activities and resources into their ongoing instructional program which will facilitate the career development of students.

PROJECT ACTIVITIES

1. Career Education Resource Teachers will be identified at each school as support persons for other teachers to facilitate the implementation of career education at the school level.

2. Career Education Advisory Committees will be established at each school, representing each grade and subject and including school administrators, to provide input and guidance on all phases of program implementation and development.

3. To facilitate career guidance for all students in grades 8-12, a Teacher Advisor System will be implemented.

4. Staff Development activities, as well as curriculum and instructional materials, will be provided all interested professional personnel for each component of the K-12 program.

5. Community Resource Guides, including procedures and resources, will be made available to all teachers and will be updated throughout the year.

6. Instructional Materials Guides, including a listing and description of all available career education curriculum and instructional materials, will be made available to all professional personnel and will be revised and updated as needed.

7. To provide direction and assistance to the Career Education staff in the attainment of each program goal and objective, a comprehensive Management by Objectives Plan will be developed by the staff.

8. A Mini-Experienced Based Career Education (EBCE) program to provide job shadowing and work experience for students will be implemented for students in the Gifted program as well as students enrolled in selected classes. The Mini-EBCE program will be evaluated for possible inclusion as a summer school elective course.

9. Community Resource people will be located to serve as consultants to subject area teachers at grades 8-12.

10. Columbia County will continue replication of selected components of the Orange County, Florida Career Development Program and will disseminate information on procedures, materials and methods replicated, as well as other procedures, materials and methods implemented, to the CSRA CESA school systems and any other interested school system.

EVALUATION

Objective 1: Third Party Evaluators will examine data collected on the implementation of various career education components as outlined in the Management Plan and will descriptively analyze the results.

Objective 2: Third Party Evaluators will construct, administer and analyze a pre- and post-test evaluation to determine student product information from students in the pilot schools in grades 4, 6, 9 and 12. Information will be gathered from such student product instruments as the Criterion Referenced Test in Career Development, Career Education Questionnaire, Program of Education for Career Exploration Test, Iowa Test of Basic Skills, Self Observation Scale, and the Test of Academic Progress. Third Party Evaluators will also examine data for the student process evaluation concerning numbers of field trips, resource speakers, career guidance activities, and career exploration activities.

Objective 3: Third Party Evaluators will examine data collected from principals, counselors, and teachers concerning participation in inservice activities, use of curriculum and instructional materials, attitude, and completion of Ideas in Career Education (ICE) sheets. At least three on-site evaluations will be conducted by the Third Party Evaluators.

COMMUNICATION

A member of the Career Education Staff will report monthly to the Superintendents of the 12 school systems in the CSRA which are members of CESA.

A newsletter will be sent out at least three times during the year to all professional personnel in Columbia County, as well as to other schools in the CSRA CESA, selected State Department of Education Personnel, other Project Directors, and any other interested parties.

All materials developed for incremental improvements in career education will be distributed to any interested persons or organizations for the cost of printing and postage.

A final evaluation report of the project will be distributed free to all State Career Education Coordinators at the end of the project period and to others upon request for the cost of printing and postage.

Professional personnel from the 12 school systems in CSRA CESA, as well as any other interested personnel, will be invited to visit the Columbia County Program.

An existing slide program will be updated to include current program activities.

DEMOGRAPHIC INFORMATION

		Evans Area	Harlem Area
Levels/Groups Served		K-12	K-12
Type of Area Served		Rural Suburban	Rural
Number of Persons Served	K-7:	3147	1477
	8-9:	962	519
	10-12:	1115	552
	Teachers:	230	135
Minority Groups Served	Black:	10%	35%
Income Distribution	Under $5,000:		30%
	$5,000-$9,999:		31%
	$10,000-$14,999:		24%
	$15,000-$19,999:		10%
	$20,000 or more:		05%
Special Populations	Handicapped:	8%	12%
	Disadvantaged:	12%	26%
	Gifted and Talented:	5%	3%

A PROJECT TO EFFECT INCREMENTAL IMPROVEMENTS IN THE BOWLING GREEN, KENTUCKY K-12 CAREER EDUCATION PROGRAM

Bowling Green Independent School System
Bowling Green, Kentucky

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$61,000
Assistance Contract No. G0077C0088

PROJECT DIRECTOR: Otto A. Mattei
Career Education Office
Bowling Green High School
Rockingham Lane
Bowling Green, Kentucky 42101
(502) 842-3323

PARTICIPATING INSTITUTION(S): Bowling Green Independent School District

MAJOR OBJECTIVES

1. Through the Bowling Green Career Education project, incremental improvements will be implemented in the existing K-12 Career Education program, utilizing numerous aspects and prior activities of the project.

2. Based on identified needs, emphasis on improvements will be placed on five major categories: (1) Staff and Curriculum Development, (2) the Career Guidance Program, (3) Career Education Articulation, (4) Community Involvement, and (5) Evaluation, Follow-up, and Feedback.

PROJECT ACTIVITIES

Emphasis will be placed on the following areas:

1. In the area of Staff and Curriculum Development, staff members will update and/or develop Career Education activities/units, utilizing paid in-service hours, the expertise of project staff members and in-house consultants, up-to-date occupational information, field trips, materials, and units locally developed and disseminated. An In-Service day will be devoted to participation in "teacher-made" Career Education materials. The Junior High Practical Arts Exploratory Program will be expanded by providing exploratory opportunities in addition to occupational clusters; the Senior High program will be expanded by the development of a non-paid work experience program, development of career-related courses for integration into the High School Phase Elective Program, and provision of a Computerized Information System (CIS) for students.

2. The Career Guidance Program will be better articulated by monthly systemwide guidance meetings; counselors will strengthen the communicative link with parents through periodic newsletters, PTA program participation, utilization of Parent Resource Card and related activities. High school counselors will aid students in reviewing their program of studies at least once during the year, and assigning each student a faculty advisor.

3. Career Education Articulation will be improved by orientation of elementary seventh graders to the Junior High program, and Junior High ninth graders to the Senior High program. Staff members will be provided opportunities to visit other schools within the system and outside the system to observe Career Education in action; a monthly systemwide newsletter will be published by the project, highlighting Career Education in the Bowling Green City Schools. The City Schools will serve as a State Demonstration/Visitation Site for Career Education. K-7 staff grade level meetings will be held twice during the year to provide better articulation among elementary schools.

4. Community Involvement will be increased through the development of a Career Education Resource Guide by teachers, counselors, librarians, administrators, and project personnel. Advisory Councils will be more adequately utilized through new and additional tasks involving their assisting with PTA programs related to Career Education, aiding the staff with Career Education Week activities and with other responsibilities.

5. Evaluation, Follow-Up and Feedback will be strengthened by the utilization of an evaluation model developed to provide process and product evaluative information via standardized instruments and project staff-developed attitudinal surveys. A follow-up plan for graduates and early school leavers shall be implemented; a feedback system will be developed so that elementary schools may receive feedback data from the Junior High and the Junior High may receive feedback from the Senior High.

EVALUATION

Objective 1: An internal evaluation, similar to that developed during the 1973-74 school year for the Career Education project, will be conducted, utilizing revisions of prior forms and surveys. This plan will include the use of attitudinal surveys locally developed; a follow-up design for the senior high school; and a feedback system for the elementary and secondary schools.

Objective 2: A third-party evaluation team will review progress in the five major categories to be emphasized. An evaluation model will be developed to provide process and product evaluative information via standardized instruments; these instruments will be provided by the National Testing Service (NTS), comparable with the 1976-77 evaluation model utilized locally.

COMMUNICATION

Beginning in October, 1977, the "Career Education REVIEW" newsletter will be published monthly, highlighting Career Education activities in each city school; it will be mailed at no cost to any interested person or organization. A "Career Education Community Resource Guide" will be developed and disseminated locally to all city schools' staff members by the end of the 1977-78 school year. Beginning in September the city schools will serve as a State Demonstration/Visitation Site for Career Education; informational packets, orientation, and on-site visits will be provided for visitors.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 Students	
Type of Area Served	Small-town suburban	
Number of Persons Served	K-7	2,256
	8-9	778
	10-12	1,153
Minority Groups Served	Black	15%
	Oriental	1%
	Spanish Surname	1%
Income Distribution	Under $5,000	25%
	$5,000-$9,999	34%
	$10,000-$14,999	28%
	$15,000-$19,999	13%
	$20,000 or more	
Special Populations	Handicapped	4%
	Gifted and Talented	0%

SCHOOL:COMMUNITY COLLABORATION TRAINING PROJECT

Oxford School Department
Oxford, Massachusetts

Procurement Contract Award for:
9/30/77 - 8/31/78
$25,000
Procurement Contract Award No.
300770424

PROJECT DIRECTOR: Robert J. Sakakeeny
Executive Director
Worcester Area Career Education Consortium, Inc.
Suite 350, Mechanics Tower
Worcester, Massachusetts 01608
(617) 753-2924

PARTICIPATING INSTITUTION(S):
Worcester Area Career Education Consortium, Inc. (WACEC)
Auburn School Department
Millbury School Department
Oxford School Department
Shrewsbury School Department
West Boylston School Department
Worcester School Department
Voluntary Action Council of Greater Worcester
Family Planning Services of Greater Worcester
Twelve other community representatives of various institutions from the member towns

MAJOR OBJECTIVES

1. To conduct training programs for no less than 60 educational personnel from the LEA's involved, with individual follow-up for each participant involved.

    (a) To assist all educational personnel in the development of a system wide career education community collaboration plan for those systems where a formal plan does not exist.

    (b) To assist elementary school personnel, from the five suburban communities, in furthering their efforts to infuse career education concepts into the on-going educational process, with a special focus on use of non-educational resource people in development of students' self, educational, economic, and career awareness.

    (c) To assist junior high and middle school personnel, from the five suburban communities, in furthering their efforts to infuse career education concepts into the on-going educational process, with a special focus on use of non-educational resource people in development of students' decision making and problem solving skills.

   - (d) To assist high school personnel, from the five suburban communities, in furthering their efforts to infuse career education concepts into the on-going educational process with a special focus on use of non-educational resource people in development of students' employability skills.
   - (e) To assist the guidance counselors from the Worcester schools in gaining additional skills in order for them to become more fully involved in the career education community collaboration effort in Worcester.

2. To involve members of the employing community and parents in all segments of the project.
   - (a) To participate on a collaborative basis in the development of a school system's career education community collaboration plan.
   - (b) To be involved on a collaborative basis in all aspects of the training and follow-up activities, both as trainers and as beneficiaries of the training.

3. To use the WACEC members as a monitor concerned with keeping the focus of the project on the students.

PROJECT ACTIVITIES

1. All the participants, educational personnel and non-educators, will participate in six days of training. Training will include: Assessment of attitudes about collaboration; methods of implementing a collaborative model of career education; information about various elements of career education and what form they take at different grade levels.

2. Each school team, consisting of educational personnel and community representatives, will receive up to four days of follow-up technical assistance on site.

A Management Team consisting of one administrator and one community representative from each community have overall responsibility for the development of the project. All training will take place at community sites. Training will be conducted by members of the Worcester School Departments' Office of Career Education, faculty from the University of Massachusetts, and the staff of the WACEC, Inc.

EVALUATION

Evaluation will consist of a pre-test and post-test specifically designed for this project, to be given to the experimental group and a matched control group. Questions are designed to determine the amount of information, involvement and acceptance of collaboration existing at the start of the project, and what changes took place as a result of the project.

The evaluation design will make use of observations of group and individual behavior and responses of the trainees during the training and follow-up activities.

COMMUNICATION

A final report, "activity cards," and evaluation report will be available upon completion of the project for dissemination to the Consortium membership, local career education groups, Department of Education and six regional offices, National Manpower Institute, local school committees, and the local ERIC center.

DEMOGRAPHIC INFORMATION

54 educational personnel from Worcester, Auburn, Millbury, Oxford and Shrewsbury school departments. Included superintendents or assistants, administrators, guidance and teachers K-12.

12-20 (membership fluctuated) community representatives: school committee, employers, agencies, government, etc.

URBAN CAREER EDUCATION PROJECT - PHASE II

Detroit Public Schools
Detroit, Michigan

Procurement Contract from
Office of Career Education
for:
8/29/77 - 8/28/78
$396,065
Procurement Contract Award No.
300760411

PROJECT DIRECTOR:
Ms. Patricia L. Pettress
Career Education Project
Detroit Public Schools
5057 Woodward Avenue, Rm. 844
Detroit, Michigan 48202
(313) 494-1390

PARTICIPATING INSTITUTION(S):
Detroit Public Schools
Wayne State University

MAJOR OBJECTIVES

1. Students in grades K-12 of the Detroit Public Schools District will acquire and demonstrate an increased awareness of career development and career preparation skills and will improve basic skills.
2. Parents, educational personnel and community resource persons will acquire and demonstrate increased knowledge and skills related to the career education concepts and will demonstrate increased participation in the program.

PROJECT ACTIVITIES

By the end of October, 1977, teachers will begin implementing and infusing all phases of career education into the existing curriculum based on training they received during the summer of 1977. Parent training programs which have already been developed will be conducted by the community coordinators, beginning in mid-October. Business/labor/industry resources will be involved in the implementation of the career education program as they were in the planning phase. Seminars and workshops with these groups will be held for continuous dialogue beginning in mid-October.

Inservice training programs for teachers, administrators, and counselors related to teacher attitudes and curriculum infusion will begin by the first of October, 1977.

Student activities related to career education, such as newsletters and speakers bureaus will begin by November, 1977. The Career Education Resource Center will be operational to provide resource materials and persons by the end of November, 1977.

Beginning in September, students will make visits to colleges, businesses, offices, etc. as classes or individually. These activities will include contacts with employees on a long or short-term basis. Activities of this type will continue throughout the school year.

The Business Coordinator will have the responsibility of developing a comprehensive Resource File of Business/Labor/Industry resources as well as parents who are willing to involve themselves in the Career Education effort.

Special needs related to urban youth will be identified and resources sought by the community coordinator.

EVALUATION

The evaluation of this project is designed to be two-fold: "Process" evaluation which allows the staff to monitor and modify throughout the year and "Product" evaluation which will measure the success of these efforts through the use of student pre- and post-tests related to career education knowledge and skills. A random testing of all groups involved was conducted during the 1976-77 school year. Post-tests will be given in May, 1978. Basic skills achievement scores will also be evaluated.

COMMUNICATION

Participation in Career Education conferences locally, in the State of Michigan and nationally is expected of the project staff.

Reports submitted to the United States Office of Education will be available to the public upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served -------------------- K-12 Students, Staff and Community

Type of Area Served -------------------- Urban

Number of Persons Served	K-5	4,428
	6-8	3,252
	9-12	3,904
	Teachers	496
	Counselors	47
	Administrators	38
	Parents	300
	Business/Industry	150
	Labor	50
Minority Groups Served	Black	99%
Income Distribution	Under $5,000	40%
	$5,000-$9,999	60%
Special Populations	Handicapped	10%
	Gifted and Talented	3%

PROJECT CEBY: STRENGTHENING EDUCATION'S PARTICIPATION IN THE WORK-EDUCATION CONSORTIUM PROJECT (COLLABORATIVE EFFORTS BENEFIT YOUTH)

Livonia Public Schools
Livonia, Michigan

Procurement Contract from
Office of Career Education for:
10/1/77 - 9/30/78
$24,999
Procurement Contract No.
300770423

PROJECT DIRECTOR:
David D. Amerman
Director, Career Education
Livonia Public Schools
15125 Farmington Road
Livonia, Michigan 48154
(313) 422-1200

PARTICIPATING INSTITUTION(S): Livonia Public Schools, Livonia Area Industry Education Council

MAJOR OBJECTIVES

1. Participants will be trained to cultivate, catalog and utilize community resources for classroom use.
2. Participating staff and community representatives will be trained in the concept of career exploration and in the implementation of the Franklin Plan for Career Exploration.
3. A program will be implemented in which teachers and counselors exchange positions with various community resource personnel in order to broaden the base of information and understanding from which each will operate.

PROJECT ACTIVITIES

During the fall and winter of 1977 thirty teachers and fifteen counselors from participating junior and senior high schools will be trained in three workshops to:

1. Identify and utilize community resources for the classroom and as sites for student career exploration.

2. Implement and finalize a plan for career exploration. Students will explore careers in the businesses which have been involved in the exchange program as well as others.

3. Develop and implement a process through which teachers/counselors and community resource persons exchange places for a day. Staff will learn first-hand about occupational opportunities and employability skills required related to the subjects they teach while corresponding community resource personnel take over the staff members' classes. They will provide career and occupational information related to their place of business. Upon returning, staff and students will process their experiences together.

The project director and community representatives will regularly schedule small group seminars with participants to discuss new ideas, problems or other concerns generated by the project. Other small group sessions will be held to share experiences, examine value conflicts, define methods for curriculum infusion and to provide meaningful dialog between traditional educators and representatives from the business/labor/industry community who will find their roles expanded to that of educator.

EVALUATION

Objective 1: Records will be used to determine the degree of use of sites prior to the workshop and at the end of the project. Workshop feedback will be used to identify the most effective processes in the training. Site evaluators will be used to reflect frequency of contacts, types, and the effectiveness of the site.

Objective 2: Participants will be pre- and post-tested using the "Education/Industry Career Education Concept Test." The test will be scored to determine individual and group gains. Item analysis will be used to identify the most and least effective areas of workshop activity.

Records will be kept to determine numbers involved in career exploration contacts. Comparisons will be made of pre- and post-program utilization of career exploration by participating staff.

Objective 3: Records will be examined to determine the frequency of exchange and participation by occupational and educational areas. Workshop data will be used to ascertain the effectiveness of the training.

COMMUNICATION

At the conclusion of the project, twenty "Activity Cards" describing innovative training and collaborative efforts of the project will be submitted to the U.S. Office of Career Education. Cards will include teacher activities with students, staff training ideas and activities using community resource persons in career counseling.

Descriptive project literature will be available.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	7-12 Students and Educational Staff Industry/Business/Professions/Labor/Government Persons	
Type of Area Served	Suburban	
Number of Persons Served	7-9	635
	10-12	595
	Business/Industry/Professions/Labor/Government	23
	Educational Personnel	45
Minority Groups Served	American Indian	.05%
	Black	.09%
	Mexican American	.5%
	Oriental	.5%
	Spanish Surname	.06%
	Other	.02%
Income Distribution	Under $5,000	3.8%
	$5,000-$9,999	12.2%
	$10,000-$14,999	33%
	$15,000-$19,999	20.5%
	$20,000 or more	30.5%
Special Populations	Handicapped	5%
	Gifted and Talented	5%

COLLABORATIVE PLANNING MODEL FOR CAREER EDUCATION BETWEEN GROUPS AT THE STATE AND LOCAL LEVELS

Minnesota State Department of Education
St. Paul, Minnesota

Procurement Contract from
Career Education Program for:
10/17/77 - 9/30/78
$24,845
Procurement Contract No.
300770421

PROJECT CO-DIRECTORS:

Mr. Ron Johnstone
Director of Vocation Education
White Bear Lake School District
3375 Willow Avenue
White Bear Lake, Minnesota 55110
(612) 429-5391

Dr. Phyllis Paul
Project Director, Career Education
Minnesota State Department of Education
Capitol Square Building
St. Paul, Minnesota 55101
(612) 296-1432

PARTICIPATING INSTITUTION(S): White Bear Lake School District

MAJOR OBJECTIVES

1. To establish a communication process between groups and individuals to be involved in career education implementation and planning at the local and state level.
2. To build and field text a matrix model for career education at the local level which may be used as a prototype for statewide distribution.

PROJECT ACTIVITIES

During the fall of 1977 a White Bear Lake Career Education Task Force will be established to correspond in group representation with the Minnesota Career Education Task Force. These two groups will collaborate with each other and with representatives from state and local organizations to build and field test a local prototype of a career education matrix which is being developed at the State level to form the foundation for the Minnesota 5-year plan for career education.

There are twelve groups represented at the State and local levels:

- State Agency
- State Governmental Unit
- Business & Industry
- Labor
- Institution of Higher Learning
- School Administration Boards
- Counselors
- Teachers
- Vocational Education
- Parent
- Student
- Community Service Groups

The local level personnel will have a matrix ready for field testing in the spring of 1978. The local Task Force as well as local educators at designated responsibilities throughout the district will be involved with the students in the field testing.

The matrix will be built upon the nine student goals for career education as approved in the Minnesota Career Education Short-Range Plan.

EVALUATION

Objective 1: Consortia members will be pre-surveyed to determine their expectations of the success of collaboration efforts, and their individual and group roles. Continuing observations will be made as to numbers of participants' nature of the involvement and the organizational category or group which they represent in the building of the collaborative matrix. A post-survey will also be conducted. Assessment will be based on differences between pre- and post-surveys and the graphs resulting from the recorded observations.

Objective 2: Product evaluation of the field testing of the collaborative matrix will be accomplished by a pre- and post-assessment of participants' attitude. An assessment of matrix use will be established by determining if any increments occur between groups engaged in career education at the pre-field test stage, and what the level of involvement is at the end of the field testing. An assessment of participants' attitude toward their commitment to career education will be determined by pre- and post-field testing activities.

COMMUNICATION

The prototype of the local collaborative matrix will be available in November, 1977, and will be mailed to any interested person or organization. The prototype of the matrix will be incorporated into the recommendation for the long-range plan for Minnesota. If approved, it will be used as a basis for in-service workshops and local planning. It will also be introduced at a series of Informational Meetings to be held in the Education Cooperative Service Units during the spring of 1978.

A final evaluation report of the project will be distributed free to all State Career Coordinators in November, 1977.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 Students	
Type of Area Served	Suburban	
Number of Persons Served	K-6	4,412
	7-9	2,324
	10-12	2,641
Minority Groups Served	*(This information is not available)*	
Income Distribution	Under 1%	
Special Populations	Handicapped	55
	Gifted and Talented	195
	Mentally Retarded	156

PROJECT MECCA: MONTANA EFFORT FOR COLLABORATIVE CAREER-ED ACTION

Montana Effort for Collaborative Career-Ed Action (MECCA); Public Relations Associates, communications consulting firm
Great Falls, Montana

Procurement Contract Award from Career Education Program for:
10/1/77 - 9/30/78
$24,921
Procurement Contract Award No. 300770422

PROJECT DIRECTOR:
Mary Fenton, Principal
Public Relations Associates
606 25th Street North
Great Falls, Montana 59401
(406) 727-5212

PARTICIPATING INSTITUTION(S):
Board of Public Education
Office of Public Instruction
Office of the Governor
Office of the Commissioner of Higher Education
Department of Labor and Industry
Board of Regents

MAJOR OBJECTIVES

1. Develop a model which demonstrates collaborative career education efforts involving different state agencies, state-wide business, labor, industry and community organizations and which link similar collaborative efforts in selected local communities.

2. Develop methods of collaboration which will allow State and community-level input in the formulation of career education policy.

3. Develop policies and management strategies leading to the removal of barriers to career education collaboration and allowing more extensive implementation of career education offerings at all educational levels.

PROJECT ACTIVITIES

Establish and meet with state-level advisory group from State Education Agency to formulate initial concerns and problem areas. Plan community and State level consortia formats to allow each individual (whether in education field or from business, labor, community groups or rural segment) an opportunity to express views freely and to participate fully.

Identify collaborators, with representation to come from broadest possible spectrum of Montana policy makers--while limiting size of sessions to an optimum 20-24 participants so that each collaborator can be an integral part of the process.

Regular processes of collaboration will be developed through meetings at selected community-level sites (four). At least two State-level collaborators will attend each community-level session. Community people invited to serve as collaborators will consist of those individuals who, in addition to being policy makers in their communities, have demonstrated concern for the best interests of education through some involvement. At both State and community level, the consortia will identify barriers in career education and career development within and between member institutions; develop means for removing such barriers (with long- and short-range goals); set priorities for removal; identify desirable policy or management changes for improving the quality and coordination of services to facilitate career awareness, exploration, preparation, access and development of individuals; identify means for facilitating and coordinating career development practices in the State. The State consortium will develop policy recommendations for its agencies and the Montana Office of Public Instruction.

EVALUATION

Ongoing feedback by collaborators will identify barriers. Ongoing assessment aimed at determining to what extent the collaborative effort is (or is not) working and in which ways the process can be amended or facilitated for most productive collaboration. Independent evaluator to attend advisory board session, the second meeting in each community, and at least three (including the final) State-level consortium. Advisory board to evaluate midway in implementation of State level. Periodic evaluation through interviews, questionnaires, comments from main collaborators.

COMMUNICATION

With and among the participants through utilization of a monthly update, questionnaires and feedback forms; news releases and public service broadcasts through the print and electronic media; the dialogs themselves, and additional communication tools as deemed timely and necessary.

DEMOGRAPHIC INFORMATION

No groups served directly. Ultimately the entire State of Montana (including minority groups, disadvantaged, handicapped) will benefit from collaborative efforts of groups, agencies involved in this project.

TECHNICAL ASSISTANCE IN EVALUATING CAREER EDUCATION PROJECTS

National Testing Service
Durham, North Carolina

Procurement Contract Award
from Career Education Program
for:
9/20/77 - 2/17/78
$6,468
Procurement Contract Award No.
300760312

PROJECT DIRECTOR: Dr. A. Jackson Stenner
National Testing Service
1905 Chapel Hill Road
Durham, North Carolina 27707
(919) 493-3451

PARTICIPATING INSTITUTION(S): Fifteen model Career Education sites were selected from those projects funded by the Office of Career Education in 1976-77.

MAJOR OBJECTIVES

To complete data analysis and reporting of a project, started in 1976, whose objectives were:

1. To improve the quality of evaluations conducted by OCE-funded career education projects through the provision of intensive technical assistance to fifteen project sites.
2. To identify, as a result of this technical assistance effort, a field tested model which can be used by other career education projects funded by OCE in future evaluation efforts.

PROJECT ACTIVITIES

Fifteen promising career education project sites were evaluated in 1976-77 with the technical assistance of National Testing Service. A common evaluation design was developed which was used in each of the projects. In addition to the common evaluation component, a unique evaluation design was developed for each project. By employing both a common design for the composite of all of the projects and a unique design for each project, the information needs of individual project managers, as well as national program managers, were met. The nine learner outcomes of career education were related to procedures used in the sites. Participating sites were selected from those funded by the Office of Career Education of USOE in 1976-77 in their efforts to assist in the improvement of career education in grades K-12. A major residual effect of the project activities was the training of participating site personnel in each of the fifteen sites in the details of the Information Based Evaluation (IBE) model.

Three major activities took place during 1976-77: (1) Training of local project directors and USOE personnel; (2) development of common and unique evaluation designs; and (3) data collection. Data analysis and reporting will take place in 1977-78.

In the first major activity each local project director and appropriate USOE personnel took part in a 2-day training session in Durham, N.C., during July, 1976. The session provided the participants a working knowledge of the overall project design and an understanding of the operation and implications of the Information Based Evaluation (IBE) system.

The second major activity was the development of a common evaluation design and unique designs for each site. In order to accomplish this, there was an on-site visit to each site to work with local personnel in the development of a unique evaluation design. The information gained in developing the local evaluation designs allowed for a more comprehensive common evaluation design for the entire project.

In order to implement both the common and unique evaluation designs, testing and data collection took place in September and October, 1976, and again in May, 1977. In all data collection, appropriate coding was used to insure individual and school system confidentiality.

The final major activity will be the presentation of the evaluation findings to site and LEA personnel and to OCE. A unique final report for each of the LEA projects, as well as a common evaluation report for USOE, will be prepared.

EVALUATION

No formal evaluation of the NTS effort is called for in the contract.

COMMUNICATION

The final common evaluation report and an Executive Summary will be available through the Office of Career Education, USOE, at the end of the project.

DEMOGRAPHIC INFORMATION

UPPER ARLINGTON SCHOOLS COMPREHENSIVE CAREER EDUCATION PROJECT

Upper Arlington Schools
Upper Arlington, Ohio

Assistance Contract Award from
Career Education Program for:
10/1/77 - 6/30/78
$80,000
Assistance Contract No. G0077C0097

PROJECT DIRECTOR:
Ms. Nancy Losekamp
Upper Arlington Schools
1950 North Mallway
Upper Arlington, Ohio 43221
(614) 486-0621

PARTICIPATING INSTITUTION(S):
Upper Arlington Schools
The Ohio State University
Columbus Public Schools Vocational Education Program

MAJOR ACTIVITIES

1. All students in grades K-12 of the Upper Arlington School System will be involved in career education during the school year 1977-78 on a continuing basis through knowledge, attitude, and skills. Activities planned by each teacher will be based on selected learner outcomes.

2. A comprehensive K-16 career education program consiting of six components will be reinforced through three major approaches: (a) curriculum infusion, (b) guidance oriented strategies, and (c) career education activities. The program will involve students, teachers, administrators, support personnel, parents, university personnel, and community, business and industry leaders.

3. Within the above broad objectives, two specific objectives will be emphasized: (a) To develop a career education center in each of two junior highs and in the high schools, and (b) to develop a placement and follow-up program commencing in the high school.

PROJECT ACTIVITIES

In each of the seven elementary and two junior high schools each teacher will demonstrate career education activities infused in all subject areas. These activities will be consistent with the Ohio Developmental Areas Schema and the objectives planned according to the USOE Ten Learner Outcomes. They will be planned, conducted and evaluated with the career education staff.

A planned organization for career education will be reinforced consisting of K-6 Motivation, 7-8 Orientation, 9-10 Exploration, 11-12 Career Preparation, Placement and Follow-up, 13-16 Pre-Service Teacher Education, and Teacher Career Development components. Three approaches will be used within these components: Curriculum infusion, guidance oriented strategies, and career education activities. In each component and in each approach specific activities will be targeted for students, teachers, administrators, support personnel, and parents, community, business and industry personnel. All of these activities will be documented and logged to provide a description of an ongoing comprehensive program.

Specifics within the above activities will be the establishment of three career centers in the secondary schools and a placement and follow-up service for high school and beyond. These centers will assist with organizing and conducting career orientation and exploration activities involving individual students, small groups, and classrooms. An information system will be developed and a classroom materials library will be established. The placement service will consist of data on students, work sites in the community and a process for assisting both prospective employers and employees with placement. A follow-up system will be established for continued program evaluation and student assistance beyond high school. An important part of the project will be the development of a K-12 comprehensive career education team.

EVALUATION

Eight project objectives were defined to evaluate the above program. Three evaluation objectives focus on the extent to which each teacher, grade level or building conducts specific, planned career education infused activities at grades K-6, 7-8, 9-10, as demonstrated by student learner outcomes. One evaluation objective focuses on guidance activities in each elementary building based on a learner outcome. Three additional evaluation objectives focus on the use of the career education center by junior high and high school students in an orientation activity, exploration activity or job seeking skills activity. The final evaluation objective assesses the placement and follow-up student plans and information gathering system.

COMMUNICATION

Interested persons are encouraged to visit the project and receive assistance and information. A final report will be distributed to the U.S. Office of Education. An evaluation report will be made available at the conclusion of the project. Upper Arlington Career Education staff will participate in other career education workshops and conferences while other career education practitioners will participate in Upper Arlington Career Education conferences and workshops.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-16 Students; Teachers, Counselors, Administrators, Parents; Business/Industry Persons		
Type of Area Served	Suburban		
Number of Persons Served	K-6	3,376	
	7-9	1,732	
	10-12	1,964	
	13-16	550	
	Teachers	414	
	Counselors	12	
	Administrators	19	
	Parents	10,000	
	Business/Industry	375	
Minority Groups Served	American Indian	.1%	
	Black	.3%	
	Oriental	1.1%	
	Spanish Surname	.4%	
Income Distribution	Under $5,000	.9%	*(No further breakdown available)*
	$5,000 or more	99.1%	
Special Populations	Handicapped	11%	
	Gifted and Talented	9%	

STRENGTHENING EDUCATION'S PARTICIPATION IN THE WORK-EDUCATION CONSORTIUM PROJECT

Portland Public Schools
Portland, Oregon

Procurement Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$24,807
Procurement Contract No. 300770425

PROJECT DIRECTOR:
Marvin Rasmussen
Director of Career Education
Portland Public Schools
631 NE Clackamas Street
Portland, Oregon 97208
(503) 234-3392

PARTICIPATING INSTITUTION(S):
Portland Public Schools
Hillsboro School District
Tigard Public Schools
Northwest Regional Educational Laboratory (NWREL)
Institute for Public Affairs Research (IPAR)

MAJOR OBJECTIVES

Purposes of the project include:

1. Train teachers in the effective use of community resources to accomplish career education objectives
2. Train support staff (counselors, administrators, curriculum leaders) in ways to facilitate use of community resources
3. Spread the word about community-school collaboration by encouraging trainees to conduct related follow-up activities with their colleagues
4. Expose educators to the work of the Greater Portland Work-Education Council and its member agencies
5. Provide a way for the Greater Portland Work-Education Council to understand the needs of educators as they prepare young people for transition from school to work

PROJECT ACTIVITIES

A total of 75 teachers, counselors, administrators and curriculum leaders from the three communities will be selected to participate. Teachers will be released a total of four days from regular classroom activities to receive training. Professional materials will be provided. Graduate credit is expected.

The training design will move them gradually from a review of career education concepts and the possibilities of community collaboration to the operational nitty-gritty of actual implementation in their ongoing school programs. Trainees will spend a majority of their training time in the community actually doing the things they and their students would do to make the most effective use of off-campus resources. Support teams of trainers will be provided by IPAR and NWREL with assistance from regional career education specialists and others trained in the use of community resources (e.g., higher education staff). Community resource persons themselves will play a training role by observing selected teachers and by interacting with support staff in seminars and discussions.

Teachers will field test their new-found skills by conducting at least two activities using community resources. They and support staff will together develop action plans for the extension of community resource utilization in their building and district.

Other organizations invited to participate in various ways include the Oregon State Department of Education, community colleges, teacher training institutions and intermediate education agencies. Community organizations to be invited include government agencies, business, labor, industry and social service groups concerned about work-education ties. Evaluation and documentation support for the project will be provided by NWREL.

EVALUATION

The evaluation, conducted by Northwest Regional Educational Laboratory, will focus on questions such as:

(1) What effect has the project had on changing attitudes of participants toward career education and the concept of collaboration?

(2) What effect has the project had on changing the knowledge of educational personnel in the areas of career education concepts, concerns of collaboration with community resources and procedures for utilizing community resources?

(3) To what extent did participants increase their utilization of community resources for career education during the training and followup period?

(4) To what extent has this project improved the collaboration of the participating agencies in working on career education issues? An evaluation design will be used that obtains information about participants' attitudes and knowledge before receiving the training, after completing the training, and 6-months following the training to determine the immediate and delayed effects of this project.

COMMUNICATION

Participants must agree to become consultants to their colleagues in other school buildings and districts about the use of community resources. Their names will be published in regional career education newsletters as persons who would be willing to demonstrate what can happen when young people interact with adults on career-related activities.

Draft copies of the training design used to guide the learning activities of participants in the in-service sessions are available on request from Northwest Regional Educational Laboratory, 710 SW Second Avenue, Portland, Oregon 97204, Education and Work Program.

A final report on the project and "activity cards" describing successful classroom experiences used by teachers as a result of their training will be submitted to the U.S. Office of Education for dissemination.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12, Teachers, Counselors, Administrators, Other Staff	
Type of Area Served	Urban	
Number of Persons Served	K-6	500
	7-8	500
	9-12	3,750
	Teachers	65
	Other Staff	10
Minority Groups Served	American Indian	1%
	Black	14%
	Oriental	3%
	Spanish Surname	2%
	White	80%
Income Distribution	Under $5,000	15%
	$5,000-$9,999	34%
	$10,000-$14,999	29%
	$15,000-$19,999	15%
	$20,000 or more	7%
Special Populations	*Data not available*	

A PROJECT TO DEMONSTRATE INCREMENTAL IMPROVEMENTS IN A K-12 CAREER EDUCATION PROGRAM THROUGH AN EXEMPLARY MODEL

Northwest Tri-County Intermediate Unit
Edinboro, Pennsylvania

Assistance Contract from
Career Education Program for:
10/1/77 - 9/30/78
$100,000
Assistance Contract No.
G0077C0125

PROJECT DIRECTOR:
David G. Minnis
The Northwest Tri-County Intermediate Unit
252 Waterford Street
Edinboro, Pennsylvania 16412
(814) 734-5610

PARTICIPATING INSTITUTION(S): 17 School Districts in the Counties of Erie, Crawford, and Warren, Pennsylvania

MAJOR OBJECTIVES

1. Demonstrate the utilization of a classroom management (computer retrieval) system as an effective tool to aid teachers in individualizing and weaving career concepts into their academic instruction.
2. Demonstrate on an incremental basis the utilization of K-12 career oriented resource units to: Increase reading and math achievement and career awareness, and further develop the behavior critical to mature career decision making and development (as measured by the Career Maturity Inventory).
3. Provide in-service training in career education to school personnel, parents, and community representatives to encompass:
    - (a) Career Education Philosophy and Concepts
    - (b) Career Education Methodology of Collaboration within the Educational System
    - (c) Implementation Procedures (including curriculum resource materials)
    - (d) Community Relation and Resources
    - (e) Utilization of In-Service Resources (physical and human)
4. Demonstrate a comprehensive K-12 district-wide plan to incrementally implement career education in one district.

PROJECT ACTIVITIES

All developed career oriented, computer-based resource units will be made available to K-12 teachers in the Tri-County Region. In-service will be made available to teachers regarding the use of the units to weave career education with the present curriculum. Three model schools will act as demonstration centers for these activities and will evaluate the use of the units. In-service will be conducted for all school personnel and community members through workshops, in-service modules, presentation to community groups, an in-service course, and a college course.

One school district, following an implementation plan will demonstrate incremental improvements in the K-12 Career Education Program in the district. A needs assessment will be completed, building teams and a steering committee formed, and goals formulated, prioritized and implemented.

EVALUATION

Objectives 1 and 2: Questionnaires, teacher curriculum files, standardized achievement tests and career knowledge tests will be utilized to test the effectiveness of the techniques in achieving the objectives.

Objective 3: Questionnaires, observation, teacher logs, analysis of workshop content and materials will be utilized by evaluators in determining the quality and effectiveness of the in-service training.

Objective 4: Questionnaires, observations, records and logs, visitations and interviews will be used to measure progress toward the incremental improvements made by the model district.

COMMUNICATION

Descriptive brochures, a slide/tape presentation, newspaper articles, the Intermediate Unit publication, presentations, a descriptive booklet, a final evaluation report, and the national information networks will all be utilized to communicate with district personnel, community persons, other projects and interested parties.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ----------------- K-12 Students, Teachers, Counselors, Community Members

Type of Area Served ----------------- Suburban and Rural

Number of Persons Served	K-6	1,000
	7-12	900
	Teachers	500
Minority Groups Served	Black	25%
	Puerto Rican	13%
	Other Spanish Surname	10%
	American Indian	6%
	Oriental	23%
Income Distribution	Erie County:	
	Under $5,000	15.7%
	$5,000-$9,999	39.6%
	$10,000-$14,999	29.1%
	$15,000 and over	15.6%
Special Populations	Special Education	.013%

DEMONSTRATING SUCCESSFUL CAREER EDUCATION PRACTICES K-12 IN A LARGE URBAN SETTING - PHASE II

Dallas Independent School District
Dallas, Texas

Procurement Contract Award from
Career Education Program for:
9/1/77 - 8/31/78
$225,990
Procurement Contract Award No.
300760406

PROJECT DIRECTOR:	Dr. J. R. Cummings P.O. Box 160 Dallas Independent School District 3700 Ross Avenue Dallas, Texas 75204 (214) 371-5323
PARTICIPATING INSTITUTION(S):	Dallas Independent School District East Oak Cliff Sub-District Dallas Chamber of Commerce National Alliance of Businessmen (Dallas Chapter)

MAJOR OBJECTIVES

1. Students in grades K-12 of the fourteen participating schools will demonstrate:
    a. measurable improvement in academic achievement test scores (Iowa Test of Basic Skills and Iowa Test of Educational Development)
    b. measurable involvement in knowledge of career education concepts (criterion-referenced tests)
    c. decrease in the number of days absent from participating classrooms.
2. Parents and community persons will develop increased awareness of career education and show increased involvement in project activities.

PROJECT ACTIVITIES

During this second project year the career education infusion program will be installed in K-12 teacher-participant classrooms of fourteen East Oak Cliff Sub-District schools. Approximately 10,000 students and 25% of the teachers, aides, as well as all counselors will be involved in the project. The K-12 building sites are those identified during Phase I and the educator participants are those who completed the staff training.

Curriculum modules, identified/developed or selected during Phase I, which infuse career education activities into the on-going curriculum, will be presented to students in all of the experimental classrooms. These modules require the active participation of parents and community resource people in many activities.

The Project Action Committee (PAC) will work through the National Alliance of Businessmen and the Dallas Chamber of Commerce to gain the support of business, industry and labor leaders in the community for site visits, work experiences, and job placements in various places of work. This will be done through individual contacts generated by the resource and business/industry sub-committees.

Beginning November, 1977, classes, small groups, and individual students will make visits of varying lengths to local places of work. The utilization of community resources will continue until the end of May, 1978. The infusion of career education concepts into the curriculum and higher level of involvement in the educational process on the part of the total community will result in increased student motivation and learning.

EVALUATION

Objective 1: Students will be pre-tested in September and October, 1977 to determine their performance scores on achievement tests as well as the level of their knowledge of specific career education concepts. The designated basic learner outcomes (Partners in Career Education) will form the foundation for the criterion-referenced testing program. Test measuring basic life skill acquisition, attitude, and reading will be used. A post-test will be conducted in April, 1978 and comparisons made based on level of exposure to career education. Teachers will also keep a log which will document the career education activities infused. Data will be collected, analyzed, and reported by grade level in K-6, 7-8, and 9-12 organizational groups.

Objective 2: The number of parents and community members actively involved in the project will be tabulated, including the nature of their involvement. Teachers' logs of infused career education activities will be summarized at the end of each quarter. Two general rounds of process evaluation will be conducted--one in the fall and one in the spring. The Research, Evaluation and Information Department of the Dallas Independent School District will perform the evaluation.

COMMUNICATION

A final evaluation report of Phase I project activities will be distributed upon request for cost of printing and postage. Teacher prepared career education infused module manuals (subject and grade level specific) will be mailed to any interested person or organization for the cost of printing and postage.

A final evaluation report of the project (Phase II) will be made available upon request for the cost of printing and postage. Brochures describing the project are available, free of charge, on request.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 Students, Teachers, Counselors, Aides, Principals		
Type of Area Served	Urban		
Number of Persons Served	K-6	5,492	
	7-8	2,500	
	9-12	2,008	
	Parents	70	
	Teachers	179	
	Counselors	12	
	Aides	20	
	Principals	14	
Minority Groups Served	Black	98%	
Income Distribution	Median	$7,802	
	Mean	8,515	
Percent of Families Below Poverty Level			10.1%
Percent of Families Receiving Assistance			9.9%
Special Populations	Handicapped		2%
	Gifted & Talented		.5%

TO DEMONSTRATE AND REPLICATE A COMPREHENSIVE MODEL FOR SENIOR HIGH SCHOOLS

Florida Career Education Demonstration Consortium
Tallahassee, Florida

Grant Award from
Career Education Program for:
1977-78
$91,881
Grant Award No. G0077C0132

PROJECT DIRECTOR:
Dr. Margaret Ferqueron
State Coordinator of Career Education
State of Florida
Department of Education
Tallahassee, Florida 32304
(904) 488-3860

PARTICIPATING INSTITUTION(S):
School Board of Broward County
School Board of Orange County
School Board of Pinellas County

MAJOR OBJECTIVES

The major thrust of the Senior High Career Education Demonstration Consortium is to demonstrate and replicate the most effective methods and techniques in career education in the senior high school. Project efforts are focused upon the following broad objectives:

1. Continue to demonstrate components of a comprehensive model for career education at the high school level by:

    a. Maintaining demonstration centers previously established in Broward, Orange, and Pinellas Counties.
    b. Bringing existing replication sites up to demonstration status with respect to selected components of the model and utilizing them as additional demonstration centers.
    c. Planning and conducting a mini-conference for staff members from demonstration centers and replication sites and interested career education practitioners from across the nation.

2. Provide visitation and replication opportunities to interested public and private schools in the consortium districts and interested districts in the remainder of the State and nation.

PROJECT ACTIVITIES

A significant number of activities will be utilized to demonstrate and replicate the most effective methods and techniques in career education at the senior high school level.

Those high schools established as demonstration centers in each of the three counties in 1975-76 will continue to function in that capacity. Components of the career education model currently operable in those schools will continue to be demonstrated.

All demonstration centers will continue to add needed components of the career education model which are operable in other schools within their respective districts, as well as those which are operable in other districts in the consortium.

Based upon data gathered from a survey of the State and the nation conducted in 1975-76, other needed components will be added to the demonstration centers. Throughout the project activities the emphasis will continue to be to expand career exploration to all grade lvels and subject areas. Special emphasis will be directed toward the diffusion of Broward County's salable skills program to Orange and Pinellas Counties; to refine, through a tri-county effort, the leisure time and community service components; and to extend the guidance component to include all grade levels, 9-12.

The comprehensive inservice efforts that are directed towards the purposes and replication efforts of the consortium will continue at each demonstration site. Curriculum materials developed by the three counties will continue to be made available to all demonstration centers and other sites participating in replication activities.

To facilitate the diffusion process within the consortium, a 2-day conference will be planned and conducted to give staff members from each of the demonstration centers, replication sites, other high schools within the demonstration districts, and other interested districts in the State and nation the opportunity to share strategies being utilized in implementation of each component of the model. Participants will include district level staff, principals, school-based career education coordinators, counselors, occupational and media specialists, teachers, students, and representatives from the business and industry community.

On-site technical assistance related to replication of the individual components of the model will be made available to interested schools or districts in the remainder of the State and nation. The approach to demonstration and replication will be one of taking the program strengths which exist in one senior high school and fuse in what exists in other school sites throughout the participating consortium districts, the State, and the nation, as requested and funding allows. In summary, all undertakings will be exemplary in nature.

EVALUATION

The responsibility for administering the evaluation design for this project will continue to be undertaken by an external evaluator, Dr. Thomas B. Justiz, Director of the Florida EPIC Project. Educational Progress in Careers is a non-profit corporation and an affiliate of the Florida Council of 100, a group of leading businessmen in the State of Florida which advises the Governor in a variety of matters, including education.

The evaluation design has two major components: one which focuses upon student and demonstration objectives, and one which relates to the overall effectiveness of the project. They are described as follows:

Component 1 - Through this component, effort will be directed to determining the extent to which each of the objectives has been met. Because there are product and process objectives for students and for demonstration, respectively, there are four elements of this component: Student Product, Student Process, Demonstration Product, and Demonstration Process.

Component 2 - Three major hypotheses have been generated which will be the basis for an overall evaluation of the success of the consortium effort to demonstrate the most effective methods and techniques in career education at the senior high school. These are:

1. Students who are potential dropouts will be encouraged to stay in school because of the relevancy of the career education program.
2. Students who have participated in career education activities will make wiser career decisions after leaving high school.
3. Other school systems will implement similar career education programs in their high schools after visiting the demonstration programs.

The evaluation design to test the above hypotheses includes the following three elements:

1. A comparison between those identified potential dropouts who have participated in the career education demonstration project and those identified potential dropouts who are enrolled in regular programs to determine if the career education program produces significantly fewer dropouts.

2. A follow-up comparison on students who have exited high school 6 months prior to the follow-up in order to determine: If those students who had participated in the career education demonstration program have a significantly greater degree of job or job training satisfaction than similar students who had been enrolled in regular programs.

A follow-up survey of school visitors to the career education demonstration program one year after their visitations to determine the percent of visitations that resulted in the implementation of similar programs in other school systems.

COMMUNICATION

From the inception of the project to its conclusion, every effort will be made to disseminate information concerning progress to other schools within the participating districts and to other schools within the participating districts and to other districts within the State and nation. In the dissemination process, the following will be done:

1. Semi-annual and yearly evaluation reports will be submitted to the funding agency.

2. Semi-annual newsletters will be circulated to:

   a. All high schools within the State.
   b. All State Departments of Education in the nation.
   c. All participants in the 1974, 1975, 1976 career education mini-conferences, and the Commissioner's National Conference on Career Education.
   d. All persons requesting information about the project in general or about visitation or replication opportunities.

3. All letters of inquiry will be answered with a description of the components of the operational model, replication opportunities, and sample curriculum materials.

4. All persons wishing to visit the demonstration centers will be accommodated and will be given a pre-orientation package, an orientation program, and opportunities to see the components in operation and talk with administrators, teachers, and students.

5. A mini-conference will be conducted for school staff involved in the consortium and selected career education practitioners from across the country.

6. Descriptive materials related to demonstration, replication, and the mini conference will be developed as necessary, and distributed.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------9-12 Students

Type of Area Served -------Urban

		Demonstration Sites		
		Broward County Hallendale Sr. High	Orange County Evans Sr. High	Pinellas County Dunedin Sr. High
Number of Persons Served	Grade 9	450	--	943
	Grade 10	230	1270	968
	Grade 11	284	1143	910
	Grade 12	264	787	636
	Teachers	61	119	159
	Counselors	3	6	7
	Administrators	4	5	9
	Other Staff	--	--	3
	Parents	--	72	10
	Business/Industry	1000	426	156
	Other Community Persons	--	--	13
Minority Groups Served	Black	33.3%	20%	7%
	Oriental	.25%	--	--
	Spanish Surname	2.9%	4.9%	1.0%
	White	63.55%	75%	90%
	Other	--	.1%	--
Income Distribution	Under $5,000	20%	19.9%	4%
	5,000 - 9,999	40%	24.1%	15%
	10,000 -14,999	30%	25.6%	45%
	15,000 -19,999	7%	23.2%	30%
	20,000 or more	3%	7.2%	6%
Special Populations	Handicapped	--	3%	3%
	Gifted & Talented	--	1.1%	8%

ENLISTING TEACHERS IN INFUSING CAREER EDUCATION (ENTICE)

Livonia Public Schools
Livonia, Michigan

Grant Award from Career Education Program for:
10/1/77 - 9/30/78
$59,975
Grant Award No. G0077C0106

PROJECT DIRECTOR:
Dennis C. Laurain
Adlai E. Stevenson High School
33500 West Six Mile Road
Livonia, Michigan 48152
(313) 261-1250, Ext. 34

PARTICIPATING INSTITUTION(S):
Adlai E. Stevenson High School
Livonia Public Schools

MAJOR OBJECTIVES

1. High school staff members will develop an understanding of the process of infusing career education into the curriculum and how to apply it in daily classroom lessons.

2. High school students will increase their knowledge and use of career education concepts, skills, and resources through a career education infused curriculum.

PROJECT ACTIVITIES

During the month of October, 1977, the project director and the curriculum specialist will be trained in the Michigan Department of Education's Career Education Infusion Model, including self-awareness, career awareness, career decision making, and career planning and placement by a knowledgeable consultant. The director and specialist will then demonstrate their ability to apply the Michigan Model to classroom situations by writing twelve (12) infusion examples, three (3) in each of the four (4) areas acceptable to the consultant.

The director and specialist will then train thirty (30) teachers in the Michigan Model during the month of November. Following this training, each teacher will write twelve (12) infusion examples which will be reviewed by the leadership team and implemented during the spring semester of the school year, beginning in late January, 1978. By June 900 high school students will have been exposed to and trained in the concepts and skills of the Michigan Model of Career Education.

EVALUATION

Objective 1: At the end of the inservice training, both the leadership team and the participating teachers will be tested regarding their knowledge of career education concepts using the Personnel Planning Kit developed by the Michigan Department of Education.

Objective 2: The third party evaluator will maintain records concerning the production and review of the infusion examples, which will be developed by the participating teachers. A slide/tape presentation will be completed by January, 1978 and updated by June, 1978.

Objective 3: A random selection of 200 students involved in the project will be pre-tested the week of January 30, 1978, and post-tested the week of June 5, 1978, using the Assessment of Career Development (ACT) package and the Career Maturity Inventory (Crites). These instruments measure the career development aspects of self-awareness, occupational awareness, career planning and decision making. It is expected that there will be significant growth at the .05 level.

COMMUNICATION

In October, 1977 the Career Education Planning District Coordinators will be informed of the project and invited to participate in the inservice workshops which will be held in November. Also in November, the local newspaper and school district publication, DIALOGUE, will make the local public aware of the project.

In January, 1978 the project will be presented to service clubs and parent groups, and a slide/tape presentation describing the project, explaining the infusion process and the techniques being implemented to infuse career education into the ongoing program, will be developed and available for mailing to interested parties.

A descriptive brochure of the project will be developed in February. This brochure will be mailed to public and non-public school districts in the Detroit metropolitan area as well as others who indicate an interest.

In March the project staff will be available to host visitors or to participate in conferences to explain and demonstrate the project.

At the end of the school year, the complete Handbook of Career Education Infusion Examples will be completed and mailed upon request.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ---------------------- 10-12 students and teachers

Type of Area Served ----------------------- Suburban

Number of Persons Served ---------------	900 students; 30 teachers	
Minority Groups Served -----------------	American Indian	.05%
	Black	.09%
	Mexican American	.5%
	Oriental	.5%
	Spanish Surname	.06%
	Other	.02%
Income Distribution --------------------	Under $5,000	3.8%
	$5,000-$9,999	12.2%
	$10,000-$14,999	33.0%
	$15,000-$19,999	20.5%
	$20,000 or more	30.5%
Special Populations --------------------	Handicapped	5%
	Gifted and Talented	5%

HIGH SCHOOL CAREER EDUCATION MODEL

Stow City Schools
Stow, Ohio

Assistance Contract Award from
Career Education Program for:

$75,000
Assistance Contract Award No.
G0077C0068

PROJECT DIRECTOR: Mr. Patrick Corbett
Career Education Program
Stow City Schools
3732 Darrow Road
Stow, Ohio 44224
(216) 688-8266

PARTICIPATING INSTITUTION(S): Stow City Schools
Appalachia Educational Lab
State University of New York at Buffalo

MAJOR OBJECTIVES

1. Students in grades 11 and 12 will demonstrate 80% mastery of selected skills in individualized-personalized units of instruction in English, mathematics, science, and social studies.
2. Students participating in career guidance sessions will gain first-hand, on-the-job experience in at least one career area of interest.
3. Students participating in the Experience Based Career Education component will demonstrate 80% mastery of academic skills and will gain first-hand, on-the-job experience in three career areas of interest.

PROJECT ACTIVITIES

Students in grades 11 and 12 will participate in a program of instruction that is geared to their cognitive learning styles in English, math, science and social studies. Curriculum units in each of the four subject areas will be designed to accommodate students' learning styles, so that students can work in the way in which they learn the best. These units will be developed with integrated career education concepts in the areas of self, decision-making, individual and environment, economics, world of work, education and training, and employability and work adjustment.

The teaching staff will get assistance in planning for an individualized-personalized program of instruction by using computer based instructional units. Curriculum units will be programmed into a computer for recall by staff. A teacher will select an objective and a mode of presentation and the computer will respond with suggested strategies and resources.

Students in grades 11 and 12 who have an interest or need will participate in a program of career guidance and in-depth community based investigations of careers of interest.

Those students who have only a vague notion of available career options and those students who want to test out tentative career choices will participate in Experience Based Career Education. This one semester program will provide academic credit for non-paid work experience at career resource sites in the community.

EVALUATION

Educational Management Services, Inc. will serve as third party evaluator for the High School Career Education Model. The evaluator will summarize and report descriptive data, interview reactions, student survey data, and the level of participation and monitor project activities in reference to the management plan.

COMMUNICATION

Dissemination of the information and results obtained from this project will be made available to any group or organization that desires such data at the cost of printing and postage. Dissemination of the project will be through brochures, newsletters, evaluation reports, and speeches to PTA organizations, service organizations, Career Education Advisory committees, news media, Board of Education, administrators, and teachers, as well as to the business-industry-labor community within the scope of the program. Reports will be made to the Ohio Career Development Service, Columbus, Ohio, and the State Director of Vocational Education, HEW United States Office of Education, Office of Career Education, other Federally funded Career Education models, and the National Institute of Education Experience Based Career Education models.

DEMOGRAPHIC INFORMATION

Levels/Groups Served -------------------	11-12 Students, Teachers, Counselors, Parents, Labor, Administrators, Business/Industry Persons	
Type of Area Served --------------------	Rural, Small Town, Suburban	
Number of Persons Served ---------------	Students	1,155
	Teachers	53
	Counselors	3

	Administrators	2
	Parents	175
	Business/Industry	200
	Labor	25
Minority Groups Served	None	
Income Distribution	Under $5,000	2%
	$5,000-$9,999	5%
	$10,000-$14,999	25%
	$15,000-$19,999	38%
	$20,000 or more	30%
Special Populations	Handicapped	3%
	Gifted and Talented	3% (approx.)

DEMONSTRATING CAREER EDUCATION IN COMMUNITY COLLEGES

American Association of Community
& Junior Colleges
Washington, D.C.

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$109,438
Assistance Contract Award No.
G0077C0095

PROJECT DIRECTOR: Dr. Richard E. Wilson
Vice President for Programs
AACJC
One Dupont Circle, N.W., Suite 410
Washington, D. C. 20036
(202) 293-7050

PARTICIPATING INSTITUTION(S): Five demonstration community colleges to be selected
Five hundred community colleges through regional meetings

MAJOR OBJECTIVES

1. Identify, describe, and report exemplary career education practices in community colleges through a national publication.

2. Demonstrate exemplary career education practices through regional meetings convened at five carefully selected community colleges.

PROJECT ACTIVITIES

The American Association of Community and Junior Colleges, in cooperation with Policy Studies in Education, will design and carry out five major activities to demonstrate career education in community colleges. In the fall of 1977 a national survey will be conducted to ascertain which community colleges have exemplary career education practices. The survey instrument will be sent to the 1,233 community, junior, and technical colleges listed in the 1977 AACJC Directory. In addition, copies of the questionnaire will be sent to state directors of community colleges and participants in a recent national conference on career education programs in community colleges.

Responses to the questionnaires will be carefully examined and cataloged. The directory or list of exemplary practices will be published and distributed nationally during the spring of 1978.

After examining all of the returned questionnaires, ten community colleges will be selected for on-site examinations. The ten colleges will be visited by the project director and a staff member from Policy Studies in Education. The purpose of the visits will be to document all of the exemplary career education practices; conduct a survey of a sample of students at each college to ascertain their attitudes toward the work place and expectations for career progression; and select five community colleges to serve as demonstration institutions and sponsors of regional meetings. The site visits will take place during January - March, 1978.

Regional meetings will be held at the five demonstration colleges late in September and October, 1978. The meetings will be planned by AACJC and representatives from the five community colleges. Announcements of the meetings will be distributed in May, 1978, and all community colleges will be encouraged to send representatives. The five conferences will provide opportunities for people interested in career education to see first hand how certain practices are implemented at community colleges, and participate in discussions with practitioners at the demonstration colleges.

EVALUATION

Policy Studies in Education (PSE) will take full responsibility for evaluating the Demonstration project performance. During the project's twelve months of operation, PSE will focus on formative evaluation. The objectives of the project as set forth for itself are process objectives. They represent activities to be carried out to produce ultimate effects which cannot be measured during the duration of the project. The development of a catalog and the conduct of five regional meetings will have an impact, an effect, on their target population -- administrators and faculty of community colleges -- but this effect will not be exhibited during the course of the project. For this reason, PSE will devote the evaluation resources to ensuring that the critical activities, which are intermediary steps for ultimately affecting the behavior of community colleges, will be successfully carried out. PSE will monitor and examine the staff's work in carrying out these critical tasks and provide assistance in seeing that they are carried out in the most effective means possible. Therefore, formative evaluation assistance will be the key component of the evaluation plan.

COMMUNICATION

The directory or list of exemplary career education practices found in community colleges will be published and distributed in April, 1978.

Five regional career education conferences will be held at the five demonstration colleges in September - October, 1978. The conferences will provide opportunities for people to see first hand the career education practices at work and to discuss them with community college students, faculty and other members of the staff.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ---------------- Community College Faculty & Staff

Type of Area Served ----------------- National

Number of Persons Served ------------ Regional Conferences: 750
Publications: 10,000

Minority Groups Served -------------- *No Estimate*

Income Distribution ----------------- *No Estimate*

Special Populations ----------------- *No Estimate*

MARKETABLE FLEXIBILITY - CAREER EDUCATION IN A LIBERAL ARTS COLLEGE

Birmingham-Southern College
Birmingham, Alabama

Grant Award from the Career Education Program for:
7/7/77 - 6/30/78

Grant Award No. G007700048

PROJECT DIRECTOR: Anne B. Robey
Career Resource Center
Box A-52
Birmingham-Southern College
Birmingham, Alabama 35204

PARTICIPATING INSTITUTION(S): Birmingham-Southern College

MAJOR OBJECTIVES

Goal #1: To demonstrate how career education practices can be infused into the academic liberal arts program.

Objective: To learn how faculty respond to various innovative practices of career education in selected academic liberal arts programs.

Activities:
- To provide career education background for faculty through informal discussions.
- A faculty advisory board will be formed to provide feedback, make suggestions, and promote the concepts of career education.
- Workshops on career planning will be sponsored by the Career Resource Center for the faculty.

Goal #2: To demonstrate how a career resource center can join with the academic program to provide liberal arts faculty and students with career development.

Objective: To learn ways of linking the Career Resource Center with the academic program providing faculty and students opportunities to learn and practice career planning.

Activities: Counseling will be available to work 1:1 with students or faculty on individual needs.

- To infuse career education concepts into the existing academic program by using three kinds of learning contracts. These contracts are mechanisms for developing career-related skills: (1) In-class, (2) Out-of-Class, (3) Individualized Major Contracts.

- A student advisory board will be formed to provide feedback, make suggestions, and promote the services of the Career Resource Center.
- Workshops will be sponsored by the Career Resource Center on career planning for students.
- A library of occupational information and career planning information will be available for students and faculty use. This includes a computer bank of career-relevant data (Alabama Occupational Information System).

Goal #3: To demonstrate practices of liberal arts faculty and student collaboration with the business/labor/industry/professional and government community.

Objective: To initiate collaboration of faculty and students with business/labor/industry/professional and government community in order to learn ways of meeting the need for education-work integration.

Activities:

- Field interviews will be a means of student investigation of specific occupations.
- Internships will be a means of student involvement in specific occupations.
- On-campus speakers from the business/labor/industry/professional and government community will be involved in classes, and informal and formal discussions with students and faculty.
- A forum of business/labor/industry/professional and government representatives and liberal arts faculty will be held to discuss the issue of education-work integration.

EVALUATION

The evaluation plan details criteria, design, data collection, instrumentation, analysis, timetable, and responsibilities. In summary, this evaluation will: 1) Engage a third party evaluator to better insure its objectivity; 2) be formative-summative, searching for desired effects of program development; 3) establish base line data to be used for further research.

COMMUNICATION

Information about the project is available on an ongoing basis to anyone requesting it. There will be an invitational liberal arts workshop/institute in April or May 1978. In August 1978, a final report will be sent to selected liberal arts institutions.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	College students grade levels 13-16 Faculty/Staff Community - business/labor/ government/industry/professional persons	
Type of Area Served	Urban	
Number of Persons Served	Students -	
	grade level 13	292
	" " 14	261
	" " 15	457
	" " 16	192
	Teachers	60
	Business/Industry	20
	Labor	3
	Other community	40
Minority Groups Served	Black	11%
Income Distribution	Under $5,000	4%
	$5,000-$9,999	12%
	$10,000-$14,999	20%
	$15,000-$19,999	30%
	$20,000 or more	34%
Special Populations	Handicapped	1%
	Gifted or talented	20%

INFUSION OF CAREER EDUCATION INTO THE MAINSTREAM UNIVERSITY LEARNING PROCESS THROUGH INTERDISCIPLINARY TEACHING MODULES

Center for City Building Educational Programs
Los Angeles, California

Assistance Contract Award from
Career Education Program for:
1977-78
$39,962
Assistance Contract Award No.
G0077C0113

PROJECT DIRECTOR:

Doreen Nelson
235 S. Westgate Avenue
Los Angeles, California 90049
(213) 828-1895

William Schatz, Co-Director
California State University/L.A.
5151 State University Drive
Los Angeles, California 90032

PARTICIPATING INSTITUTION(S):

California State University, Los Angeles;
California State University, Long Beach;
California State University, Dominguez Hills

MAJOR OBJECTIVES

A. University faculty at several California State University campuses will be able:

1a. to use the urban environment as a vehicle for creating a syllabus for cross-disciplinary, inter-departmental modules* for either undergraduate or graduate students

1b. to teach and evaluate at least one such module in a team setting with at least one class

*each module must conform to criteria as listed in the enclosed City Building/Career Education Criteria

2. to identify and employ the strengths and expertise of fellow faculty in creating and teaching modules and to understand and be able to work collaboratively as a team

3. to use consultants from practicing professions in classroom activities to bring students into direct contact with the world of work

4. to use methods other than teacher directed lectures or lecture/discussions such as experiential learning and spatial thinking, student generated processes, community-based studies and career concerns in order to move toward a facilitative rather than a didactic relationship with students

5. to integrate four perspectives derived from the City Building System into their existing discipline-related courses:

   a. orientation towards urban environmental concerns
   b. orientation towards the future
   c. orientation towards a decentralized classroom environment
   d. orientation towards use of decision-making and planning tools (e.g. Critical Path Diagrams, PERT Charts, matrices)

   and to link these four concerns with career perspectives.

B. As a result of their participation in the newly developed modules, students will be able:

1. to acquire an orientation toward the future as indicated by their ability to describe the changing function of the city

2. to assume responsibility for their own learning within these modules as indicated by their ability to design and carry out their own activities, as well as to cooperatively participate with others in order to carry out larger scale efforts

3. to use planning and decision-making tools as indicated by their ability to use Critical Path Diagrams, PERT Charts, matrices, etc.

4. to identify new or composite career possibilities for themselves and within society as indicated by their ability to create job descriptions for a hypothetical future.

PROJECT ACTIVITIES

The purpose of the City Building/Career Education project is to strengthen cross-discipline teaching systems on several California State University campuses. Teams of university instructors will design and implement in their classrooms activity-based modules which use the city — present and future -- all its properties, relationships and careers as the theme.

The successful City Building Educational systems -- a series of progressively more complex activities which move from studying the individual to the society at large -- will provide the vehicle for contrasting personal career concerns with societal wants and needs. Through a series of workshops and follow-up sessions, instructors will be encouraged to move from the traditional lecture method to an activity approach. In the process, students, instructors and community resource people collaboratively investigate and resolve urban-living issues, putting students in decision-making leadership roles and decompartmentalizing the classroom structure.

At the first workshop in November, Center staff and resource team will introduce participants to the City Building system, set up preliminary guidelines for cross-discipline teaching, and look at how city issues become the linkage between disciplines and careers. The second workshop will concentrate on team building techniques, syllabus development (using the City Building system as its base) by each teaching team which include: 1) design of new student products, integration of instructor's discipline concerns, 2) the basic university requirement, department requirements, 3) career studies, 4) incorporation and utilization of the skills and information of academic, non-academic and real-world consultants.

From January to March 1978, the syllabus, and team teaching expectations, goals and plans will be defined.

During Spring Term 1978, participants will conduct and continue refining the newly developed modules on their respective campuses with students, and have them evaluate the course. Center staff will assist faculty during refinement, implementation and evaluation.

The outcome will be a series of City Building/Career Education modules on several California State University campuses as well as a core of teachers at each location who will be ready to train others.

EVALUATION

Objective 1, Faculty: Faculty evaluation tools to be used are interviews, pre- and post-tests, classroom module observations, student questionnaires, anecdotal and written reports, and comparative analysis against the previously set City Building/Career Education criteria to be rated by judges. Faculty will be evaluated for their understanding of project concepts, for applying the concepts and for their feelings of satisfaction. The Center and the university staff will conduct the evaluation.

Objective 2, Students: Student evaluation tools to be used are interviews, pre- and post tests, classroom observations, faculty evaluations, written, oral and 2- and 3-dimensional reports. Students will be evaluated for their understanding of the world of work; their use of the environment as a resource; their ability to work independently and collaboratively; their use of decision-making and planning tools; their ability to relate academic knowledge to future career applications.

COMMUNICATION

The Center will write and distribute a brief descriptive pamphlet describing the first 1½ years of the project. Anticipated completion is spring 1978.

Each teaching team will submit a final syllabus containing revisions and deletions, team teaching techniques and student products. These will be part of the final report.

The Center will be responsible for project information dissemination through its regular mailings, and at State and national education conferences.

Final documentation of the project will be available to others on request at the cost of printing and postage.

The curriculum guide "City Building Educational Program: Architect Consultant Edition," which briefly outlines the Center's philosophy, describes the major urban focus activities that are the core of any City Building syllabus, and lists ideas for support activities, is available from the Center at $8.95 per copy plus postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------ Students: undergraduate, graduate, adult and continuing education

Staff: university faculty, administrators, counselors

Community: business/industry/labor

Type of Area Served ------------------- Urban

Number of Persons Served -------------- Staff & community 35
Students N/A at this time

Minority Groups Served ---------------- Black 17%
Mexican American 17%
Asian 17%

Special Populations Served ------------ N/A at this time

Income Levels of Students ------------- N/A at this time

SYNTHESIZING THE WORLD OF WORK AND THE LIBERAL ARTS IN HIGHER EDUCATION

University of Denver (Colorado Seminary)
University Park Campus
Denver, Colorado

Grant Award from Career Education Program for:
7/1/77 - 6/30/78
$45,000
Grant Award No. G0077C0082

PROJECT DIRECTOR: Dr. Anne W. Carroll
Professor and Dean of Special Programs
University of Denver
University Park Campus
Denver, Colorado 80210
(303) 753-2601

PARTICIPATING INSTITUTION(S): *None*

MAJOR OBJECTIVES

1. The University will initiate a faculty-department based career education program which, when fully implemented, will provide students with counseling assistance and information on jobs and work opportunities related to their academic major so that:
    a. Students will make course and major selections with knowledge of how these decisions could effect employment after graduation.
    b. Students will be assisted in developing and refining their job entry and adaptability skills needed for obtaining the first job out of school.
    c. Faculty will be assisted in obtaining career and job placement information which can be used to alter course content, course offerings and major requirements needed to carry out their department counseling plan.
    d. Students will be provided with the widest possible range of career opportunity information on which to base their career decisions.
2. The University of Denver will make institutional and organizational modifications necessary to integrate career preparation into liberal arts programs.

PROJECT ACTIVITIES

The project depends upon the Havelock model for departmental dissemination and college-level institutionalization. Project staff and faculty members within each department will determine the activities designed to accomplish the academic/career linkage. Activities will include: 1) informing advisors of career possibilities drawn from the experience of alumni and community advisory boards; 2) designing workshops on academic/career education topics; 3) conducting the seminar "The Liberal Arts and the World of Work"; and 4) increasing the collaborative efforts of University staff and resources from the community to enhance student opportunity for academic/work-related experiences.

The major organizational support for integrated academic/career development depends upon an Academic/Career Resource Center, linking the existing Academic Services Center and Career Services. Additional support will consist of: 1) Assistance in developing faculty awareness and commitment to an integrated academic/work relationship, 2) school/community linkages, and 3) methodological and curricular revisions.

EVALUATION

Evaluation will be of three types: 1) short-term statistical, using post-assessment tools, 2) narrative, encompassing formative as well as project ending information, and 3) longitudinal data collection.

1. Short-term Statistical -- Post-assessment attitudinal and substantive questionnaires will be given to students, faculty, community and staff involved in advising, seminars, workshops, and other activities. A comparative analysis of these activities will be done.

2. Narrative -- The narrative evaluation will comprise project records and an account of organizational changes. These records will include 1) meetings with faculty and staff, 2) program proposals, and 3) project activities. The data will be incorporated into a final report along with project ending activities.

3. Longitudinal Data Collection -- Recent graduates of liberal arts programs will be surveyed as to their met and unmet career education needs as students at the University. Students receiving project-developed career education information will be contacted after graduation to determine if the project's activities helped meet their career needs. This will be the initial step of a longitudinal study to assess the project activities.

COMMUNICATION

Communication will be of two types -- 1) internal communication, and 2) communications to interested institutions of higher education and agencies.

1. Internal Communication: Since the Havelock model of dissemination will be used, the internal dissemination of information will be a continual process.
2. External Communication: The tested and packaged model will be disseminated nationally by articles in professional journals and distributed to any

interested party at cost. A final report of project successes and failures will be distributed free to all State Education Coordinators in October 1978, and to others upon request, for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------ University students, ages 18-21

Type of Area Served ------------------- Urban

Number of Persons Served -------------- 7,753

Minority Groups Served ---------------- 6%

Income Distribution ------------------- *(figures not available)*

DEMONSTRATING CAREER EDUCATION IN THE LIBERAL ARTS COLLEGES, MODEL A

William James College of the
Grand Valley State Colleges
Allendale, Michigan

Procurement Contract under Model A,
RFP 77-45, Occupational & Adult
Education Branch, USOE for:
10/3/77 - 3/31/79
$191,630
Procurement Contract No. 300770472

PROJECT DIRECTOR:
Dr. Adrian Tinsley
Dean of the College
Williams James College
Allendale, Michigan 49401
(616) 895-6611, Ext. 694

PARTICIPATING INSTITUTION(S):
William James College
The Grand Valley State Colleges

MAJOR OBJECTIVES

Faculty

1. Faculty will learn more about career education concepts as they may or may not apply to liberal arts teaching and learning at William James College.

2. Each faculty member will assess his/her faculty responsibilities and activities in light of increased knowledge of career education concepts and techniques.

3. Faculty will use career education related teaching and learning strategies more frequently.

4. The College will adopt a statement specifying student competencies which are expected to result from the implementation of career education concepts and techniques in William James College.

Students

1. Students will increase their career decision-making skills as a result of their exposure to selected elements of the career infusion model.

2. Students will use career education related resources more frequently.

PROJECT ACTIVITIES

In fall 1977 the key project personnel will plan contract activities in each major area of contract responsibility: community involvement; faculty development; student development. Planning will also involve the faculty and students of William James College through the William James College Council, student development personnel of the Grand Valley State Colleges, and key community people. Plans for the evaluation of contract activities will be developed in conjunction with Formative Evaluation Research Associates (FERA) of Ann Arbor, Michigan, under a sub-contract.

A program which relates working practitioners from the communities surrounding William James College (Grand Rapids, Holland, Grand Haven, Muskegon) to the teaching/learning processes of the college will be in place by Winter Term 1978. A Community Career Education Council with members drawn from business, industry, labor, the professions, government, home and family, elementary and secondary education, and faculty and students from the college, will act as a steering committee for the development of career education in WJC. Six subcommittees of the CCEC composed of working practitioners and WJC faculty and students will examine specific career-directed curricula in the college, looking at the study plans of students in those career areas, examining the curriculum and suggesting improvements, developing internships and other work experiences for students. The CCEC and its subcommittees will also participate in planning for the faculty workshops.

A faculty development program will be in place in Winter, Spring and Fall Terms, 1978. Faculty will discuss the application of career education concepts to their courses using a structured pair approach. Four faculty seminars per term will raise the basic career/liberal arts issues and provide faculty with new conceptual material related to career education. Strategies for incorporating career education concepts into coursework will be discussed at faculty workshops at the close of each term. Students and community members will also be involved in planning these workshops and making presentations.

A Career Resources Center will be established at William James College by Winter Term, 1978. It will provide and evaluate work-education activities and internship placements for students, and will work with representatives of business, labor, industry, the professions and government to review the study plans of William James College students and to advise WJC students on their academic programs. In conjunction with the Grand Valley State Colleges Admissions, Counseling and Placement Offices, it will coordinate admissions counseling, academic counseling, career counseling, and placement counseling for students, and for members of the general public who wish to use the facilities of the Career Resources Center.

EVALUATION

Through interviews and survey instruments the evaluation group will determine effective roles for faculty, students and representatives from the business/labor/industry/professional community. Attitudes concerning effective modes of cooperation will be determined. At the end of the project a similar survey will determine whether or not attitudes and role expectations have been modified. Through a process of explication of both career education concepts and liberal arts expectations the faculty will establish check lists useful in review and reformation of the curriculum. In Winter Term 1979, comparisons of original course content with modified content will indicate the extent to which career education concepts have been incorporated.

The bulk of the evaluation will be summative. The evaluation effort will be carried out through a sub-contract to Formative Evaluation Research Associates (FERA) of Ann Arbor, Michigan.

COMMUNICATION

450 copies of the final report will be mailed to liberal arts colleges (mailing list developed in cooperation with USOE). Additional copies will be mailed to interested persons or organizations for the cost of printing and postage.

A National Career Education Conference will be held in Grand Rapids, Michigan in March 1979 to share the activities of this project and to provide assistance to other liberal arts colleges wishing to undertake similar activities.

Quarterly newsletters will be mailed in January, April, July and October, 1978, and January, 1979, to 1500 liberal arts colleges (mailing list provided by USOE). Additional copies will be mailed to interested persons or organizations for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	13-16 Students (Median Age 25); Faculty; Business/Labor/Industry/ Professional Persons	
Type of Area Served	Rural; Small Town; Suburban; Urban	
Number of Persons Served	Students	697.0
	Faculty	32.5
	B/L/I/P Persons	38.0 (approx.)
Minority Groups Served	Spanish American	1.4%
	Oriental "	.6%
	American Indian	.5%
	Black	4.7%
Special Populations	Handicapped	1.7%
	Veterans	10.5%
Income Distribution	*Information Not Available*	

ALMA COLLEGE CAREER PREPARATION PROGRAM

Alma College
Alma, Michigan

Assistance Contract Award from
Carrer Education Program for:
10/01/66 - 9/30/78
$50,000
Assistance Contract Award No.
G0077C0108

PROJECT DIRECTOR:
Dr. Daniel W. Behring
Advising, Counseling and Career Development
Alma College
Alma, Michigan 48801
(517) 463-2141

PARTICIPATING INSTITUTION(S): Alma College

MAJOR OBJECTIVES

Creating a successful career preparation process within the liberal arts institution is the overriding objective of this program. The program, in its second year, will continue to develop a comprehensive and integrated program of career planning and preparation. Various approaches will be continued and new ones initiated and evaluated that attempt to integrate the study of the liberal arts with skill development and the exploration of various career alternatives for students and faculty. Specific objectives for students and faculty for the entire program are described below. A major aspect of the program is the practicum experience which helps students enter various work roles. The objectives marked with an asterisk are most directly related to the practicum program funded under this grant and will be evaluated during the contract period.

Students:

1. Improve awareness of personal academic and vocational abilities, values, interests, strengths and weaknesses.

2. Develop skills in communication and interpersonal relationships.

3. Gain knowledge of career alternatives and realistic expectations about the character of the world of work.

*4. Exhibit initiative in job exploration and selection.

*5. Obtain practical experience.

*6. Become aware of how personal skills and characteristics may be applied to various job opportunities.

7. Develop skills in resume preparation, letter writing, and interview techniques.

8. Demonstrate the ability to clearly state objectives and plan goal-directed course programs.

*9. Develop entry-level work skills in at least one work role.

10. Obtain suitable and satisfying employment at rates higher than students not in the program.

11. Achieve an education that permits them to move through various work roles.

Faculty:

*1. Gain greater knowledge concerning application of their disciplines.

2. Develop ability to assist students in evaluation of skills and personal characteristics.

3. Emphasize task effectiveness applicable to various work roles.

*4. Establish working relationships with colleagues in industry, government, private enterprise, professions and other sources of potential employment for students.

*5. Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs.

*6. Increase their utilization of classroom consultants from the world of work.

7. Increase their attention to the applicability of their discipline to work or social issues.

8. Increase their ability to help students design individualized programs of study that are career oriented and academically rigorous.

9. Receive increased requests from the work community to advise on social, industrial and research issues.

10. Encourage alumni to help students in career planning.

PROJECT ACTIVITIES

In February of 1976 the first pilot group of 49 students initiated a series of student programs that included interest assessment and participation in a series of workshops designed to increase self awareness, career awareness, and occupational planning skills. This pilot group, followed by a second pilot group of 100 students, was used to establish the basic format of student workshops for the four year period of study.

Other workshops designed include skills assessment, interviewing, decision making, practicum planning, letter writing, oral and written communication workshops, and resume workshops. During the course of the funding period the two pilot groups will continue in the program as will the members of the sophomore and freshman classes who elect to participate. Practicums will be planned beginning in October of 1977, after the first practicum planning workshop. Another practicum planning workshop will be held in February of 1978. Most practicums will occur in the spring of 1978.

In addition to the workshops mentioned above, visits to practicum sites by students and faculty will occur periodically during the year. Practicing professionals will be brought to the campus in groups for special career days and faculty members will invite consultants into the classroom. A career consultant booklet of alumni, parents and friends of the college will be developed as a resource for students and faculty. Faculty workshops will be held in the fall of 1977 and then individual academic divisions will hold workshops in the spring of 1978. These workshops are designed to increase the faculty members career planning skills, career awareness and present them with career related ideas that they can use in the classroom.

A multi-media career information center has been developed and it will continue to be improved. It is anticipated that computerized Michigan Occupational Information System (MOIS) will be added to the center in 1977-78.

EVALUATION

As a total program we are interested in those personal characteristics, skills, and interests that interact with program activities to result in successful career planning and decision making. Broad baseline data on entrance test scores, initial declaration of major, and interest test results have been collected. Pilot I, now seniors, has a matched comparison group not in the program. Pilot II, juniors, has a randomly selected comparison group as do the sophomore and freshman classes from students not in the program.

Students in the program will be compared to the non-participants over a variety of outcome measures that include:

Seniors

- Attrition from school
- Number of practicums
- Quality of resume
- Number of job applications
- Number of interviews
- Number of job offers
- Professional school admissions

Juniors

- Attrition from school
- Number of practicums/quality of practicums
- Scores on: Career Planning Skills Inventory (CPSI)
  - Effective Communications Skills Inventory (ECSI)
  - Career Market Awareness Test (CMAT)
- GPA

Sophomores

- Attrition
- Number and quality of practicums
- ECSI
- CPSI
- GPA

Freshmen

- Attrition
- CPSI
- CMAT
- GPA

In addition, personal report inventories will be administered to program and comparison group to assess their capability to define personal career needs, interests, values and skills. Faculty members will be assessed on the number of site visits, the use of consultants in the classroom, and the extent to which their classroom presentations have been modified because of the career preparation program.

COMMUNICATION

The Alma College Career Preparation Program has been referenced in HEGIS, NEXUS, and the ERIC systems. Several reports have been prepared and disseminated to over 125 persons who have requested them. During the current year research reports will be submitted to professional journals and efforts will be made to develop a brief sound film strip. A practicum handbook for faculty and students will be developed and an annual report will be mailed to the persons on the current mailing list, project directors, and State career education coordinators.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------ College Age Students/Faculty/
Government/Business/Labor/Industry

Type of Area Served ------------------- Small town, Urban, Suburban

Number of Persons Served -------------- 13: 200
14: 160
15: 50
16: 22
Faculty: 40
Business/Industry: 100
Labor: 5
Other: 20

Minority Groups Served ---------------- Black 2%
Spanish Surname 5%

Income Distribution ------------------- Under $5,000 1.5%
$5,000-$9,999 12.0%
$10,000-$14,999 27,0%
$15,000-$19,999 26.5%
$20,000 or more 33.0%

Special Populations ------------------- Gifted and Talented 3%

CAREER DEVELOPMENT MODEL FOR THE LIBERAL ARTS COLLEGE (MODEL B)

Madonna College
Livonia, Michigan

Procurement Contract Award from
Career Education Program for:
10/3/77 - 3/31/79
$141,501
Procurement Contract No.
300770445

PROJECT DIRECTOR:
Mr. Chris M. Ziegler
Career Resource Center
Madonna College
36600 Schoolcraft Road
Livonia, Michigan 48150
(313) 425-8000, Ext. 36

PARTICIPATING INSTITUTION(S):
Madonna College
Livonia Public and Parochial Schools
Livonia Area Industry/Education Council
Livonia Chamber of Commerce

MAJOR OBJECTIVES

1. College students, high school students, and members of the community (hereafter participants) will demonstrate career awareness, economic awareness, and educational awareness and demonstrate how these factors effect career opportunities and career choice.

2. Participants will demonstrate increased knowledge of their interests, aptitudes, abilities, values, and relate these characteristics to the process of career/life planning.

3. Participants will demonstrate increased skills in decision making, job hunting, resume writing and interviewing techniques and acquire a working knowledgeof placement procedures by means of special courses in career education.

4. Participants will demonstrate an understanding of the career development process and how educational, familial and societal influences affect their choices of careers. Through interaction with representatives of business, labor, industry and the professions (hereafter B/L/I/P) participants will demonstrate knowledge of the work ethic and work values in actual and simulated work situations.

5. Members of B/L/I/P will demonstrate an increased awareness of the career education concept and the importance of their role in its success through participation in workshops and as active members of the career education committee.

6. In-service teachers, through participation in workshops, will demonstrate a working knowledge of the career education concept and demonstrate the basic skills needed to foster career awareness and career planning skills in students, parents, and fellow faculty.

PROJECT ACTIVITIES

An advisory committee consisting of administrators, faculty and members of the community will be established to: Identify persons from business, labor, industry, the professions and government to be involved in activities of the career resource center; to assist in identifying print and non-print resources for the center and advise the director and college faculty regarding the content and application of the courses, workshops, and seminars in career education. The center will incorporate the following services: Admissions, counseling, placement, cooperative education, and career education activities. One faculty member from each of the three major divisions of the college will be assigned to work with the director in preparing three courses to assist students in career planning: (1) Career Development - Theory and Practice; (2) Decision Making and Career/Life Planning; (3) Field Experiences and Internships.

EVALUATION

The advisory committee, outside consultants, and the Livonia Area Industry Education Council will be used in the evaluation of the stated objectives. In addition, specific learner outcomes for career education as defined by Dr. Kenneth Hoyt will be formulated into a competency based statement indicating the level of attainment, the alternative activities designed for objectives and the evaluation of results.

COMMUNICATION

A national conference will be co-sponsored by USOE and Madonna College in spring of 1979. In addition, periodic newsletters will be sent to other colleges keeping them informed of the Madonna College program.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------- 9-16; Adult and Continuing Education

Type of Area Served -------------------- Urban/Suburban

Number of Persons Served	Madonna Students: (200 x 18 mos.)	3,600
	In-service Teachers: (25 x 18 mos.)	450
	Women: (25 x 18 mos.)	450
	High School Students: (25 x 18 mos.)	450
	Interested Citizens: (25 x 18 mos.)	450
Minority Groups Served	Black	14%
Income Distribution	Under $5,000	7%
	$5,000-$9,999	9%
	$10,000-$14,999	27%
	$15,000-$19,999	25%
	$20,000 or more	32%
Special Populations	Handicapped	7%
	Gifted and Talented	NA

COMMUNITY CAREER EDUCATION CENTER PROJECT

Cooperative Educational Services
Norwalk, Connecticut

Grant Award from Career Education
Program for:
10/1/77 - 9/31/78
$95,000
Grant Award No. G007700121

PROJECT DIRECTOR:
Dr. Donald Simpson
Cooperative Educational Services
P.O. Box 2087
11 Allen Road
Norwalk, Connecticut 06852
(203) 847-3873, Ext. 9

PARTICIPATING INSTITUTION(S):
Department of Continuing Education/Adult Education
  Bridgeport, CT
Department of Continuing Education/Adult Education
  Stamford, CT
Major corporations in Fairfield County (Olin, General Electric, Pitney Bowes, Continental Can, etc.)
National Labor Organizations
Community and educational agencies in Fairfield County
CETA-Stamford, Area Bridgeport CETA Developmental Program (ABCD)

MAJOR OBJECTIVES

1. (process) To plan and establish two model Community Career Education Centers in major urban areas in Fairfield County; procedures will be initiated and maintained through these Centers to coordinate the planning and delivery of career education services utilizing increased collaboration with existing community, educational, business/industry and labor organizations.
2. (learner outcome) Adult members of targeted populations will acquire knowledge, skills and attitudes to make effective career decisions through their engagement in a program of systematic instruction, counseling and experience.

PROJECT ACTIVITIES

Early in October plans will be finalized to establish two Community Career Education Centers in the urban communities of Bridgeport and Stamford, Connecticut. Learning laboratories will be installed in each Center through which adults will be provided access to a unique program of career education instruction and counseling (Adkins Life Skills Employability Series).

Two on-site Life Skills Educators and the Project Director will undergo extensive specialized training (50 hours) in the utilization of the Adkins counseling and instructional methodology to enable the most effective use of the learning laboratories.

By late November, a brief field trial (4 weeks) of the curriculum and delivery system will be conducted in one site with a small sample of adult participants; ensuing modifications in both the curriculum and delivery system to be based upon information collected and analyzed during the field trial.

Continuous interaction will be initiated and maintained with existing community, educational, business/industry and labor organizations to develop increased opportunities for career education services and to coordinate the efficient utilization of existing resources through these linkages.

During the first week in January 1978, both Centers will be installed and operational and will continue for the duration of the project.

EVALUATION

Objective 1: A Discrepancy Evaluation Model will be employed by an outside evaluator. Local instruments and instrumentation developed at Teachers College, Columbia University will be utilized to collect information pertaining to the installation of each Center. Descriptive statistics will be used to analyze and report findings with respect to the extent each Center was installed as intended.

Objective 2: A Discrepancy Evaluation Model will be employed by an outside evaluator. A combination written/videotaped pre-test and post-test will be administered each adult participant for later analysis by a team of members representing local community agencies and organizations. Additionally, individual progress reports (written statements and rating scales) of each adult participant will be completed by the Life Skills Educators upon the participant's finishing each of the ten units comprising the 200-hour program. A participant questionnaire will be administered to each participant to collect information pertaining to his/her appraisal of the effectiveness (attainment of learner outcome) and acceptability (processes utilized) by the Life Skills Program.

COMMUNICATION

Cooperative Educational Services is in a uniquely effective position to disseminate information locally, regionally, and statewide. There are existing well-established communications networks with local communities, other regions within the State, and with State Department of Education personnel.

Specifically, the final report of the present project will document the precise procedures utilized, the outcomes obtained, and modifications needed; thus, it will serve as a manual for replication of the career education center concept in other locations. Special emphasis will be stressed upon documentation and recommendations pertaining to: (a) recruitment of adult participants; (b) infusion of Center concept into additional areas of education; and (c) collaboration with various community organizations in each regional community.

Articles will be submitted for publication through an in-house LEA Newsletter. Initial attempts will be undertaken to develop a revised set of curriculum guides for installing the Adkins Life Skills Employability Program.

DEMOGRAPHIC INFORMATION

A. Out-of-school youths, women returning to the job market, CETA employees, and minority groups will be served by the present project.

B. The project will be installed in two major urban areas in Fairfield County, Bridgeport and Stamford.

C-F. Specific information pertaining to these areas will be gathered as products the process. At present, such information is speculative in that the specific adult participants will not be identified until the project is fully installed in January 1978.

HOME-BASED CAREER EDUCATION

Olympus Research Centers
Salt Lake City, Utah

Grant Award from
Career Education Program for:
10/1/77 - 9/30/78
$49,968
Grant Award No. G0077C00110

PROJECT DIRECTOR:
Dr. Ken Olson
Career Education Specialist
Olympus Research Centers
1670 East Thirteenth South
Salt Lake City, Utah 84105
(801) 583-5300

PARTICIPATING INSTITUTION(S): Salt Lake City School District

MAJOR OBJECTIVES

A selective sample of 75 to 80 parents of pre-school age children in the Salt Lake School District will be trained to: (a) Understand the basic concept of career education, (b) develop an awareness of the career education needs of their pre-school age children, (c) recognize the career education aspects of activities which occur regularly in the home, (d) interact with their pre-school age children in ways which promote such career exploration, decision making, and career preparation.

PROJECT ACTIVITIES

Five parent training groups will be organized in the Salt Lake area. Each of the groups will meet once a week for eight consecutive weeks. During the period, parents will receive a book titled YOUR CHILD'S CAREER, and they will view one 16mm film and six sound filmstrips. These materials were developed previously by Olympus Research Centers. They are designed to explain the value of career education to parents, to introduce parents to the concepts of career education, and to encourage parents to consider the career education aspects of various activities which occur on a regular basis in the home.

The basic premise of the program is that many of the values and attitudes which children develop concerning work are learned in the home, and that certain minor interventions in home activities can materially improve the values and attitudes which children acquire. For example, children learn how to work by performing tasks in the home. Parents can do much to make those tasks more satisfying and rewarding. The audiovisual materials are designed to stimulate discussion about these points without prejudging specific points of view.

After viewing these materials, parents will discuss the examples they have seen on the screen, and they will also bring to the meetings various work-related experiences of their own and experiences they have had with their own children in developing work values and attitudes.

The discussion leaders will be recruited from the Salt Lake City School district. They will come into the meetings with little prior training in career education. The idea is that the media materials should be self-explanatory, and that what the group needs most is a facilitator, not an instructor.

EVALUATION

The effectiveness of the materials will be evaluated through the use of a pre-test and post-test, together with an extensive interviewing program. Both discussion leaders and participants will be interviewed. Discussion leaders will make weekly reports concerning the parent training sessions.

The pre- and post-tests will concentrate on determining how much information about career education the parents are able to absorb during the program. It will also measure parent attitudes toward career education and parent concern for career development in their own children. A series of interviews following the completion of the program will be used to determine how much parents have applied the principles of career education in their homes.

COMMUNICATION

All materials used in the parent training sessions will be available on a general basis early in 1978. Those materials include the book (YOUR CHILD'S CAREER), the introductory 16mm film, the six filmstrips, and a handbook for parents and discusion leaders.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Parents; Preschool through Grade 2	
Type of Area Served	Urban	
Number of Persons Served	Parents	85
	Preschool children	110
	K- 2 children	66
Minority Groups Served	Black	8%
	Mexican American	6%
	American Indian	3%
	Oriental	3%
	White	80%
Income Distribution	Under $5,000	27%
	$5,000 - $9,999	61%
	$10,000 - $14,999	11%
	$15,000 and over	1%
Special Populations	Handicapped	9%

MAINSTREAMING GIFTED HANDICAPPED STUDENTS INTO THE EXECUTIVE HIGH SCHOOL INTERNSHIPS PROGRAM

Academy for Educational Development, Inc.
San Francisco, California

Grant Award from Career
Education Program for:
10/1/77 - 9/30/78
$74,269
G0077C0059

PROJECT DIRECTOR: Dr. Sharlene P. Hirsch
Academy for Educational Development, Inc.
473 Jackson Street, 2nd floor
San Francisco, California 94111
(415) 421-6461

PARTICIPATING INSTITUTION(S): Buffalo Public Schools, Orange County Public Schools, Palm Beach County Public Schools, Springfield (Ill.) Public Schools, Compton (Calif.) Unified School District, Sacramento City Unified School District, Des Moines Public Schools

MAJOR OBJECTIVES

The overall goal of this project is that gifted handicapped students will function effectively as an integral part of the Executive High School Internships Program and achieve the same learning outcomes as the other students in the program. In order to achieve this, however, the following learner-oriented objectives have been established.

1. Gifted handicapped students will achieve an expanded level of self awareness and personal growth by raising their expectations of their own performance in the program, developing a more realistic understanding of their abilities, interests, and skills, and developing increased self confidence and poise in the world of work and related situations.

2. Gifted handicapped students will demonstrate increased competence in coping with world-of-work situations--specifically, an increased ability to succeed as a functional independence away from the insular, self contained classroom.

3. Nonhandicapped students will gain an increased appreciation for and level of comfort relating to handicapped students.

PROJECT ACTIVITIES

1. Coordinators will increase their ability to relate to the needs of gifted handicapped students by expanding levels of information about the nature of handicapping conditions and available support services.

2. The consortium will develop an effective organization to deliver on the program's commitments by: (a) clarifying objectives and reaching consensus on them, (b) specifying roles and responsibilities of all members, (c) developing a mutually agreed upon work plan with timetable for implementation, (d) cooperating with the evaluation process, and (e) creating a system for internal communication and information sharing.

3. The consortium will develop a support system for assisting interns in relating effectively to their placements by: (a) identifying supplementary role models among handicapped and nonhandicapped executives, (b) generating a bank of resources (public, private, nonprofit and profit agencies), and (c) encouraging the removal of architectural barriers at placement sites.

4. The consortium will expand the number and variety of placement opportunities open to gifted handicapped students.

5. Districts in the consortium will develop a system for ensuring that the project will continue beyond the funding period.

In the area of handicapped, priority will be placed on three areas of handicapping: (1) visual impairment, from legally to totally blind; (2) hearing impaired--from hard of hearing to totally deaf; and (3) orthopedic impairment. In all instances, we will seek students with severe impairments who have had sufficient successful mainstream experience to be able to benefit from the program.

All of the project objectives will be achieved through a combination of various activities including: daily placements, weekly seminars--exercises in awareness and growth, interaction with other interns; preparation of weekly logs reflecting on their internship experiences, individual conferences with coordinators; biweekly consortium bulletins giving examples of the experiences from all of the sites, from plenary training workshops, and special education representatives from each school district will work out a plan in conjunction with school district budget officers to continue funding beyond the funding period.

EVALUATION

Gifted handicapped students will be evaluated on all project activities listed above. Pre-post instruments, analysis of sample of logs and site interviews with sponsors and students. A third party evaluator will be utilized.

COMMUNICATION

Products that will be available at the end of the project: An Adopters Handbook containing step-by-step instructions for replication of project; profiles of each student and sponsor experience; the third party evaluation report.

Conferences, workshops, or other meetings planned for those outside the project to tell them about project efforts: A presentation will be made to the Council on Exceptional Conference in Kansas City in May.

Descriptive project literature that will be available and projected dates of availability: The Adopters Handbook will be available after June 30, 1978.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------- High school juniors and seniors

Type of Area Served -------------------- Urban

Number of persons Served --------------- 20 handicapped, participating with 175 nonhandicapped

Minority Groups Served ----------------- Black

Income Distribution -------------------- Middle and lower income

Staff ---------------------------------- Teacher-coordinators

Community ------------------------------ Business/Industry/Government

Special Populations -------------------- Gifted Handicapped

SPICE: SPECIAL PARTNERSHIP IN CAREER EDUCATION - A CAREER EDUCATION PROGRAM FOR EDUCABLE MENTALLY HANDICAPPED STUDENTS

Volusia County Schools
DeLand, Florida

Assistance Contract Award from Career Education Program for:
7/1/77 - 6/30/78
$49,965
Assistance Contract Award No.
G007700050

PROJECT DIRECTOR:
Clinton M. Rouse
Career Education Coordinator
Volusia County Schools
P.O. Box 1910
Daytona Beach, Florida 32015
(904) 255-6475, Ext. 259

PARTICIPATING INSTITUTION(S):
Edith I. Starke Elementary
George Marks Elementary

MAJOR OBJECTIVES

To develop and demonstrate a replicable, transportable career awareness curriculum whereby intermediate age educable mentally retarded students will achieve significant growth in all eight career education elements primarily through interaction with intermediate age non-handicapped students.

PROJECT ACTIVITIES

Project SPICE has eight (8) primary student performance objectives, each one related to an element in the National Standard Career Education Model. The delivery system for achieving these objectives includes six (6) project components or processes: 1) Peer Tutoring; 2) Community Career Consultants; 3) Career-Oriented On-Site Experiences; 4) Student Projects, 5) Parent Participation and 6) Classroom Instruction.

Peer tutoring involves pairing an educable mentally handicapped student with a non-handicapped student for prescribed learning activities such as planning career-oriented on-site experiences, developing student projects or mastering skills. These pairing arrangements are planned by the classroom teachers based on assessments of individual student needs and strengths. Peer tutoring is always a reciprocal process.

Community Career Consultants provide the link between project students and the business-industry-labor-professional-government community. They visit classrooms to talk with students about the world of work, and also act as hosts for Career-Oriented On-Site Experiences. Community Career Consultants are identified through Area Chambers of Commerce and other business, civic and professional organizations.

Student projects are developed by students working in pairs (educable mentally handicapped and non-handicapped). These projects usually deal with a particular occupation the students have studied or a Career-Oriented On-Site Experience they have shared. Typically, the projects are developed in a multi-media format, and are presented by the pair of students to the entire project group.

Parent participation in Project SPICE is essential to the program. Parent meetings are conducted regularly. Parents of project students have been provided copies of Career Education and Your Child - A Guide for Parents. This booklet outlines, by career education element, many activities which can be conducted in the home, and emphasizes the major role of parents in Project SPICE.

Classroom instruction is the catalytic agent for all other project activities. Classroom teachers and project personnel plan together on a daily basis, and meet regularly at least once each week. This interaction ensures that student progress toward mastery of project objectives is continuous.

EVALUATION

Project evaluation is a collaborative effort of the project staff and an outside evaluation consultant.

Summative: The summative evaluation of all objectives includes both outcome and process data. Outcome data will be collected through pre- and post-testing of both project and equivalent non-project students. This testing will measure all project objective areas and areas where side effects of the project treatment may occur, including basic skills and non-project career education objectives. Process data will be collected throughout the treatment period. Project success will be measured in terms of implementation of proposed activities as well as degree of change in both primary outcome areas and side effects. Comparison data from non-project students will provide a base line against which project student outcomes can be measured. Analysis of process and outcome data will indicate which project delivery systems were most effective in achieving desired outcomes.

Formative: The formative evaluation also includes both outcome and process data. Outcome data will be collected in each of the objective areas at nine-week intervals throughout the treatment process. Formative process data will be collected continuously during the treatment process. Together these data will allow project staff to measure the degree of treatment implementation as well as progress toward project objectives. Adjustments can be made to improve performance in either of these areas should they be unsatisfactory.

COMMUNICATION

Quarterly newsletters describing Project SPICE activities and processes will be published for distribution to all State Career Education Coordinators, District Career Education Coordinators in Florida, and each school in Volusia County.

Presentations of Project SPICE will be made to Florida Statewide Career Education Conferences in October, 1977 and April, 1978.

A summary evaluation of the project and descriptive information regarding project products will be provided to all State Coordinators of Career Education and to District Coordinators in Florida in August, 1978. Project products will be made available to these and other interested parties upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Intermediate EMH and Grade 6	
Type of Area Served	Small Town/Suburban	
Number of Persons Served	EMH	26
	Grade 6	36
	Parents	103
Minority Groups Served	Black	44%
Income Distribution	Median income of families in service area is between $6,000 and $10,000 annually.	
Special Populations	Educable Mentally Handicapped	42%

CAREER EDUCATION MODEL FOR HANDICAPPED CHILDREN

School Board of Dade County
Miami, Florida

Grant Award from Career
Education Program for:
10/1/77 - 9/30/78
$150,000
Grant Award No. G0077C0115

PROJECT DIRECTOR:
Ernest Upthegrove
Program Planning and Development
Dade County Public Schools
1450 Northeast Second Avenue
Miami, Florida 33132
(305) 350-3774

PARTICIPATING INSTITUTION(S):
Biscayne Gardens Elementary
Thomas Jefferson Junior High School
North Miami Senior High

MAJOR OBJECTIVES

1. Provide staff development for project personnel.
2. Develop and implement an educational career plan for each of the 360 students in the project.
3. Develop and implement project elements and activities in the three schools - career awareness, career exploration, career preparation, including employability skills and work experiences.
4. Systematically expose students to all project elements and activities.
5. Develop and implement a work evaluation lab for project students.
6. Develop and implement an articulation process for the three pilot schools.
7. Obtain a longitudinal data base of handicapped students by conducting a follow-up of handicapped students who had graduated or dropped out of the three project schools in the 1975-76 and 1976-77 school year.
8. Develop a strong community-education alliance for handicapped students including in-school work experience and career (job) placement upon graduating or leaving the school system.

PROJECT ACTIVITIES

Project Goal: To establish an articulated K through 12 Career Education Model for Handicapped Students which will provide the greatest number of school graduates and leavers with the options of continuing education and/or employment. In addition, this model will be evaluated after it is fully operational for the feasibility of countywide implementation in the Dade County Public Schools as well as replication in other school systems nationwide.

Plan for Process Evaluation: Due to the later than anticipated funding (October 1) and the complexity of implementing programs in a large urban school district, it was felt that all project elements would not be fully operational until well into the 77-78 school year. As a consequence, it was felt that a process evaluation (to determine the nature of various project elements and the schedule with which they were implemented) would be more appropriate than a product evaluation.

Evaluation of Staff In-Service/Orientation

Questionnaires will be developed and distributed to all instructional personnel involved with the project to determine the proportion of these individuals exposed to in-service/orientation related to this project and their evaluation of the extent to which this exposure supported their project function.

Evaluation of the Extent to Which Career Guidance Plans are Developed and Implemented

Career Guidance Plans for all students enrolled in the project will be obtained and a determination made of the extent to which current exposure to specific project elements is congruent with that proposed in each student's Plan. To support this task, project instructional personnel will be asked to indicate those specific project elements to which individual students are being exposed by responding to a checklist prepared by the Educational Audits Department. Additionally, when being prepared, Plans will incorporate specific project elements when appropriate for a particular student, rather than general instructional objectives to facilitate this comparison.

Evaluation of Project Element Development and Operational Status

The extent to which project elements intrinsic to all grade levels have been developed and attained operational status will be documented. Discrepancies existing between element characteristics and those characteristics stated or inferred by the previously referenced proposal will be noted. Project elements evaluated will include career awareness activities, career exploratory activities, and career preparation programs, as well as employability skills and work experiences at both secondary levels.

Evaluation of Project Student Exposure to Project Elements

A checklist containing all program elements will be generated and given to applicable staff within each of the schools for each student in the project population. Exposure to the individual elements indicated will be noted by these staff and summaries of this data will be used as input to the evaluation report. Additionally, these checklists will be used as input to the Career Guidance Plan evaluation, described above.

Evaluation of the Development, Implementation, and Operation of the Work Evaluation Laboratory

Information will be obtained from project staff regarding the operation of the Work Evaluation Laboratory at North Dade Junior High School. Information obtained will include: (1) a description of the operational features and supporting elements (staff, materials, etc.) of the Work Evaluation Laboratory, (2) the number of students processed, and (3) the nature and length of such processing. As input to this, individual student records will be kept by Lab personnel to indicate the duration and characteristics of each student's processing.

Evaluation of the Articulation Procedures and Orientation of Students

Documentation will be obtained to determine the extent to which articulation processes and plans have been developed for the project population as they advance from the elementary school to the junior high school and from the junior high school to the senior high school. Information will be obtained to indicate what communication took place between sending and receiving schools and what process project students participated in as part of the articulation procedure. At the junior and senior high school levels evidence will be obtained to determine the extent to which incoming project students have been provided with an in-depth orientation to the school environment, course offerings and project staff.

Follow-Up of Handicapped Students Who Have Graduated or Dropped Out

The feasibility of following up students who either graduated or dropped out of project schools in 1975-76 or 1976-77 school years will be determined. If feasible, utilizing currently existing school system resources or records, the follow-up will attempt to document the percentage of these students who are enrolled in continuing education or who have found a permanent full- or part-time job situation.

Documentation of Community Involvement

Based on information provided by Adult and Vocational Education staff, a summary of community involvement in placement and other project-related activities will be performed and incorporated in the final evaluation report by the Educational Audits Department.

DEMOGRAPHIC INFORMATION

Levels/Groups Served --------------	Elementary, junior high and senior high, teachers, administration, community, including parents

Type of Area Served -------------------------- Urban

Number of Students Served -------------------- 360

Minority Groups Served ----------------------- Black
Spanish-speaking
Asian
American Indian

Special Populations -------------------------- Handicapped: 100%

A SELF-DIRECTED CAREER PLANNING PROGRAM FOR THE VISUALLY DISABLED

Florida State University
Tallahassee, Florida

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$59,503
Assistance Contract No.
G007C0067

PROJECT DIRECTOR: Dr. Robert Reardon, Associate Professor
College of Education and Director of
Curricular
Career Information Service
114 Bryan Hall
Florida State University
Tallahassee, Florida 32306

PARTICIPATING INSTITUTION(S): Florida State University, Tallahassee

MAJOR OBJECTIVES

There are two assumptions related to the conceptualization and operation of CCIS which are important in understanding the following goals. First, it is assumed that visually disabled students can engage in self-directed career planning because they are able to engage in self-assessment of personal needs for career planning assistance. This means that a student selects from among numerous goals and objectives depending on his/her perceived needs. Second, it is assumed that the visually disabled students are sufficiently intelligent and free from personality disorders to effectively process or use the information materials available in CCIS on a self-directed basis.

Learner Goals:

Goal 1: The visually disabled student will be able to obtain desired career information without requiring the assistance of a reader or counselors.

Goal 2: The visually disabled student will be able to comprehend a career decision-making process.

Goal 3: The visually disabled student will be able to apply a career decision-making model to his/her personalized career planning.

Goal 4: The visually disabled student will be able to integrate knowledge of self and the world of work.

Goal 5: The visually disabled student will be able to apply appropriate employment-seeking skills.

Program Goals:

Mission Statement: To facilitate the self-directed career planning of visually disabled college students.

Goal 1: The program will provide visually disabled students the opportunity to utilize CCIS resources.

Goal 2: The program will assist visually disabled students in developing career decision-making skills.

Goal 3: The program will demonstrate a process through which a service can be developed to accommodate career needs of visually disabled students.

Goal 4: The program will document conditions under which the program can be replicated effectively.

PROJECT ACTIVITIES

Early project activities will include the appointment of an Advisory Council; identification of pre-assessment subjects; the pre-assessment; identification of all materials to be transcribed into braille, large type or cassette tape or to be purchased; and the preparation of first drafts of new materials.

By late fall and early winter the project plans to pilot-test and revise new materials and initiate interviews with blind role models. Throughout the winter, pilot-testing and materials revision will continue and by late winter or early spring all materials will be completed. A "grand opening" for all blind students in the Tallahassee community will then be held in CCIS. Off-campus field testing will begin in April and continue through May. Based on the field testing, a post-assessment of the program will indicate any final revisions that have to be made. All final revisions will be completed in July. Preparation of the final dissemination report will begin in July and be completed in September.

EVALUATION

Evaluation will be both internal and external. A graduate assistant has been designated as the Project Evaluator and an Advisory Committee has been formed to assist in evaluating and monitoring the project and materials developed. Two external evaluators having expertise in the area of visual disabilities and/or career planning will provide third-party evaluation. Dr. Gary Peterson, Assistant Professor of Educational Design at Florida State University will be available for weekly consultation with the Project Evaluator.

COMMUNICATION

Dissemination will begin during the first quarter of the project year. Project staff members have been invited to speak at two conferences: The Florida Career Education Conference on October 26, 1977, and the Florida Rehabilitation Association Conference on November 1, 1977.

An introductory brochure will be sent to every national and Florida organization of or serving the blind, to every school for the blind, to newsletters and journals in the areas of rehabilitation, career education and guidance.

Before the end of the year, the goal is to be on the agenda of at least two national conferences, including the American Personnel and Guidance Association for the Education of the Visually Handicapped in June, 1978; or the Convention of the American Council of the Blind in July, 1978.

Two articles will be submitted for journal publication, and a final dissemination report will be sent to everyone on the mailing list and will be made available to ERIC.

INFUSING CAREER EDUCATION FOR THE HANDICAPPED THROUGH TOTAL SYSTEM INVOLVEMENT

Murray State University
Murray, Kentucky

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$80,000
Assistance Contract Award No.
G007700099

PROJECT DIRECTORS:

Dr. Doris Helge, Director
Center for Innovation & Development
Murray State University
Murray, Kentucky 42071
(502) 762-3817

Dr. Lawrence Marrs, Chairman
Department of Special Education
Murray State University
Murray, Kentucky 42071
(502) 762-6802

PARTICIPATING INSTITUTION(S): Twenty school systems in West Kentucky

MAJOR OBJECTIVES

1. Representative numbers of faculty (25%) from the eight departments of the Murray State University College of Human Development and Learning will develop and implement career education and career education for the handicapped concepts in existing college curriculum so that such faculty will be able to prepare regular and special educators for implementation of the Career Education Act and P.L. 94-142.
2. Pre- and in-service educators will develop and implement career education concepts in existing public school curriculum and infuse these concepts into curricula for educators preparing to implement P.L. 94-142 and the Career Education Act.

PROJECT ACTIVITIES

During November, 1977, a core group of faculty from the eight departments of the college will participate in a workshop designed to (1) enhance inter-departmental cooperation in this and other projects; (2) increase awareness of federal and State mandates regarding career education and career education of the handicapped; (3) increase awareness of the value for university and public school students of infusing concepts of career education and career education for the handicapped; and (4) delineate and gain commitment to optimal processes of accomplishing subsequent project goals and activities.

Through subsequent workshop, curriculum development, consultative, and inter-departmental efforts, project staff will work with college faculty in infusion of career education and career education for the handicapped into on-going college curricula. Workshops and courses will also be conducted for selected pre- and in-service educators preparing to implement P.L. 94-142 and the Career Education Act in public school systems. These workshops will focus on developing and implementing career education concepts in existing public school curriculum for handicapped and normal students. The Center for Innovation and Development (CID) Mini-University Program for public school students will provide an experiential vehicle for this effort.

An additional workshop will train faculty and pre-service educators to infuse career education into non-academically oriented programs for handicapped children, using the Special Education Department and CID Special Recreational Skills Development Program for public school students as experiential units.

A comprehensive Management Information System interrelating learning needs, faculty areas of expertise and needs of the field will be consistently updated and utilized throughout the project.

EVALUATION

Objective 1: Pre- and post-test data will be collected regarding knowledges, skills, and attitudes regarding infusion of concepts of career education and career education for the handicapped into on-going college curricula. Pre- and post-test data will also be gathered regarding the amount and degree of cooperative inter-departmental efforts, including the integration of faculty and students from different departments in infusion processes. These data will be gathered from a third-party organization development consultant and an internal evaluator.

Objective 2: A pre-post evaluation format will be used where practicable, with measurements determining growth in career education and career education for the handicapped concepts, attitudes, and skills. Internal and external data will be collected regarding student performance. For example, field-based recipients and others at the nearest level of supervision of pre- and in-service educators involved will be asked to evaluate student performance in terms of career education infusion. Parents of children involved in experiential aspects of the project will be asked to assess changes in their children related to specific planned outcomes.

COMMUNICATION

Workshops, consultation, publications, and other dissemination vehicles will be used during the spring, summer, and fall of 1978 for personnel of universities, public schools, and State departments of education regarding the following: (1) Successful procedures of infusing concepts of career education and career education for the handicapped into on-going college and public school curricula; (2) using a Management

Information System for optimally accomplishing such objectives; and (3) using career education as a vehicle for total college or public school change (wholistically individualizing education and relating it to the world of work).

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------- University faculty and students; Teachers, Counselors, and administrators of 20 school systems

Type of Area Served -------------------- Rural and Small Town

Number of Persons Served --------------- Core (25%) of College faculty and students — Approximately 35 faculty and 700 pre-service students; in-service educators from 20 school districts

FEELING FREE CAREER EDUCATION TELEVISION SEGMENTS

Workshop on Children's Awareness
American Institutes for Research
Cambridge, Massachusetts

Grant Award from Career
Education Program for:
9/15/77 - 5/15/77
$99,990
Grant Award No. G0077003042

PROJECT DIRECTOR: Alan J. Brightman, Ph.D.
Workshop on Children's Awareness
American Institutes for Research
22 Hilliard Street
Cambridge, Massachusetts 02138
(617) 661-6182

PARTICIPATING INSTITUTION(S): Office of Career Education, USOE
Bureau of Education for the Handicapped, USOE
Center on Human Policy, Syracuse University

MAJOR OBJECTIVES

1. Program segments will be developed for a nationally broadcast television series in order to inform an eight-to-ten year-old audience about career and lifestyle options for disabled adults.

2. Parents, teachers, and school administrators, as well as nondisabled students and their disabled classmates, will receive accompanying print materials designed to expand the social and career messages of the television series.

PROJECT ACTIVITIES

The Workshop on Children's Awareness is producing, under contract to BEH, a television series (called FEELING FREE) designed to promote awareness and understanding among nondisabled children of their disabled peers. With OCE support, this series will be expanded to six half-hour programs, each of which will contain one or more segments on the range of job opportunities and living situations experienced by disabled adults.

Based on meetings with Workshop advisory panel members, consultants, and other disabled adults in the greater Boston area, two or three individuals will be chosen as the subjects of film portraits to be incorporated in the series. These films will be shot and edited in November and December, 1977. During the same period, several segments involving the five regular cast members of FEELING FREE will be produced on videotape, some in a studio set and some on location.

These segments will undergo formative evaluation and revision, as described in the next section, during December, 1977, and January, 1978. They will then be assembled into the six programs of the series, which will be edited in January and February, 1978. Preparation of a captioned version of the series will take place in February and March, 1978.

FEELING FREE will be completed by March 31, 1978. The Public Broadcasting Service has indicated its intention to air the series in April and May, 1978, although exact broadcast dates and times are still under negotiation.

Print materials to accompany FEELING FREE will take the form of five children's books, six posters, a teacher's guide, and an administrator's guide. Most of these publications are being prepared under a subcontract to the Center on Human Policy, Syracuse University. The Workshop has also undertaken the publication of an annotated bibliography of children's literature featuring characters with disabilities.

EVALUATION

All career education segments, like other FEELING FREE materials, will be evaluated in several cycles. Under the current award, evaluation activities will be principally formative in character, intended to improve the effectiveness of individual content elements and to compare the appeal to a variety of possible program sequences.

Objective 1. Each segment will be screened for three or more classroom groups, following which both open and directed discussions will be conducted. Qualitative data derived from these discussions will be used to determine if the segments are successful in communicating basic information and attitudes to the nondisabled target audience. Procedures for reducing and analyzing this data have been developed in the course of the present project, during which over 500 children have seen program materials under development.

Objective 2. Evaluative reactions to FEELING FREE print materials will be sought both in classroom tests and from consultants and advisory panel members. Initial printings of the books, posters, and educators' guides will be distributed in April, 1978, for field use and testing. These materials will be offered to commercial publishers for national distribution, at which time revisions based on field experience will be made.

COMMUNICATION

FEELING FREE, as described above, will be nationally broadcast in April and May, 1978, at which time print materials will be distributed. Every effort will be made to see that all Public Broadcasting Service affiliate stations carry the series. Additional air time will also be sought for a rebroadcast during school hours, in order to facilitate classroom use.

The final report to OCE will contain the Workshop's assessment of nondisabled children's reactions to the series, and the teacher's guide will feature suggestions for classroom discussion and followup activities.

Members of the Workshop staff, together with project advisors, will attend a number of disability and media conferences in the winter and spring of 1978 in order to disseminate research and design principles that have been learned in the course of production. Project staff will also prepare articles on these subjects addressed both to teachers and to media producers.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	4-7 students; Teachers, counselors, administrators
Type of Area Served	National
Number of Persons Served	Project target population is a national viewing audience.
Minority Groups Served	All students in target age groups will be served by this project, regardless of race or income.
Income Distribution	
Special Populations	Series is primarily targeted for nondisabled children, but is also designed to be of service to disabled child viewers.

KHAN DU!: SUCCESS MODEL THROUGH TELEVISION FOR THE CAREER EDUCATION OF HANDICAPPED CHILDREN

KLRN-TV, Southwest Texas Public
Broadcasting Council
Austin, Texas

Grant Award from Career
Education Program for:
10/1/77 - 9/30/78
$203,222
Grant Award No. G007702397

PROJECT DIRECTOR:
Mr. Roy Cravens
KLRN-TV, Khan Du! Project
Southwest Texas Public Broadcasting Council
P.O. Box 7158
Austin, Texas 78712
(512) 836-0440 Ext. 247 or 248

PARTICIPATING INSTITUTION(S):
The University of Texas at Austin
LEA's in the Austin-San Antonio Area
All national, State, and local public and private agencies, organizations, and schools located in the Austin-San Antonio area which influence the lives of the handicapped individuals are being invited to participate.

MAJOR OBJECTIVES

1. To encourage the development of a positive self-image in handicapped children, by showing similar others who are succeeding in life in their chosen work and in daily living.
2. To help parents, teachers, and peers of handicapped children to see the potential that handicapped children have for living full and satisfying lives and for achieving in the world of work.
3. To develop community awareness, including employers, business people, and those in the helping professions, toward increasing acceptance of handicapped people into the mainstream of life.

PROJECT ACTIVITIES

KLRN-TV is developing a series of four half-hour television programs, showing successful handicapped role models in a variety of work settings and daily living situations. A hero-character, reminiscent of television's popular Kung Fu, will inspire handicapped children - as well as their parents, teachers, peers, and community - with the potential handicapped individuals have for living full and satisfying lives and for achieving in the world of work. Learning Resource Guides for use in the classroom, at home, and with community organizations, are being prepared to increase the impact and utilization of the programs.

A Community Resource Development Plan is being written and carried out in the Austin-San Antonio area, involving all elements of the community in the utilization of the programs and in career education for handicapped children beyond the duration of the project. This plan will serve as a prototype for similar community coordination efforts in other areas.

The Khan Du! program will be broadcast over the educational TV station in the Austin-San Antonio area to maximize the impact and utilization of these programs and materials.

EVALUATION

Objective 1. The development by the target audiences of a more positive self-image will be measured by a self concept scale tailored to fit the more specific objectives of the project. Subjects will be pre-tested before being exposed to the program materials, then post-tested afterwards. The University of Texas Measurement and Evaluation Center will help in the instrument design and data analysis.

Objective 2. The reactions to the program materials of parents, teachers, peers of the target audience will be assessed by one of several questionnaires or reaction inventories designed specifically for this project.

Objective 3. Community awareness and acceptance of the handicapped will be measured similarly. As in #2 above, pre- and post-testing will be used to measure attitude changes in a small sample. Some persons tend to register unrealistically favorable attitudes in such surveys. As a check, one group will be asked to react to several materials, including those of Khan Du!, without knowing which is being evaluated.

COMMUNICATION

Video tapes of all programs will be available in October, 1978, for broadcast nationwide, as well as cassettes for non-broadcast use by specific organizations, schools, and training programs.

Learning Resource Guides will be available for publication and distribution nationwide.

The Community Resource Development Plan will be available in booklet form for publication and distribution nationwide.

A Final Evaluation Report will be distributed free to all State Career Education Coordinators in October, 1978, and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Elementary School Students; Adults	
Type of Area Served	Rural, Urban, Suburban	
Number of Persons Served	KLRN-TV viewing audience, 1,509,000 with unlimited potential viewing audience	
Minority Groups Served	American Indian	1%
	Black	9%
	Mexican American	35%
	Oriental	1%
	Puerto Rican	1%
	White	52%
	Other	1%
Income Distribution	Under $5,000	21.5%
	$5,000 to $9,999	33.7%
	$10,000 to $14,999	34.3%
	$20,000 or more	10.5%
Special Populations	Handicapped	10%
	Talented & Gifted	2%

APPLYING EXPERIENCE BASED CAREER EDUCATION TO HANDICAPPED SENIOR HIGH STUDENTS

Arlington Public Schools
Arlington, Virginia

Grant Award from Career
Education Program for:

$49,788
Grant Award No. G0077C0098

PROJECT DIRECTOR: Mary V. Sigmond
Coordinator Federal Projects
Arlington Career Center
816 S. Walter Reed Drive
Arlington, Virginia 22204
(703) 979-6220 or (703) 558-2848

PARTICIPATING INSTITUTION(S): There will be no other participating school districts, institutions of higher education, or other agencies or institutions.

MAJOR OBJECTIVES

Objective 1: From modification and adaptations based on Experience-Based Career Education (EBCE) materials developed by the four regional educational laboratories, Arlington Public Schools will develop an EBCE program for use with handicapped students in senior high school.

Objective 2: As part of the EBCE program, approximately 15 handicapped senior high students will participate in structured work experiences for at least one semester.

Results and Benefits Expected from the Project: Adaptation of EBCE materials, including teaching strategies and techniques, will be incorporated into a viable curriculum. Annual written individual educational programs required for each handicapped student will specify use of such EBCE materials and delivery techniques in statements of individual annual goals and short-term objectives.

PROJECT ACTIVITIES

A. Objective 1

1. Review and select EBCE materials and techniques for use with target population.

2. Project personnel and support teaching and administrative staff from three senior high schools will participate in EBCE training program as appropriate.

3. Adapt and modify EBCE materials and techniques in areas of life skills, basic skills and career development.

4. Develop in IEP planning conferences (individualized education program) long-range goals and related short-term objectives, based on EBCE materials, for each handicapped student participating in the project.

5. Introduce EBCE materials and proposed adaptations to school personnel in daily contact with target population.

6. Conduct employer seminars to develop and maintain school/employer cooperation for EBCE.

B. Objective 2

1. Contact at least 30 local employers to identify and develop work experience sites.

2. Provide participating students with three career explorations at work experience sites, including one in-depth career exploration of their own choosing.

3. Develop curriculum goals, objectives and activities that stress increased proficiency in:

   a. fundamental basic skills

   b. career development

      - identifying career interests
      - understanding work employability skills
      - career knowledge

   c. experiential outcomes

      - gathering information
      - communication with adults
      - understanding others
      - decision making
      - preparation for adulthood

4. Provide handicapped students with opportunities to select EBCE materials, techniques and strategies that accommodate their special needs.

5. Monitor students' adjustments and performances frequently at work sites and coordinate on-the-job activities with classroom assignments.

EVALUATION

A. A third-party evaluator will be designated as chairperson of a project evaluation committee. The committee will include members from the business community, LEA, and local EBCE advisory board.

B. The third-party evaluator will visit the project sites and/or meet with project personnel once a month on an individual basis and once a month with at least two project evaluation committee members for a total of 16 visits.

C. Evaluation activities, such as site visits, surveys, interviews, pre- and post-tests, reporting, and data analysis, will be used to make decisions for immediate program improvements.

D. The third-party evaluator and committee will examine project processes and results on levels of effort, performance and outcome. Both quantitative and qualitative categorizations will be used.

E. The third-party evaluator will be responsible for the preparation of two written evaluation reports: An interim report at the end of January, 1978, and a final report by the end of September, 1978.

COMMUNICATION

A. A set of appropriately modified EBCE materials and techniques will be the basis of a program for senior high handicapped students in Arlington Public Schools by September 30, 1978.

B. A limited number of the final evaluation reports will be available upon request to LEAs.

C. Dissemination Efforts:

- Personnel in Arlington Public Schools will be invited to certain appropriate phases of the training conducted by Appalachia Educational Laboratories.
- Three meetings of EBCE Advisory Board will be convened.
- Project personnel will participate at faculty meetings.
- Two evening seminars will be held for parents, community leaders and business people to review project objectives.
- Three one-half days of substitute teacher time will be provided to each of approximately 18 senior high special education teachers to work on modification of EBCE materials and techniques.

DEMOGRAPHIC INFORMATION

A. Educational level:

GRADE	AGE	*GROUP
10	16	senior high handicapped
11	17	"
12	18	"

*The groups will be divided into the following categories: 33% MR, 10% ED, 2% OHI, 2% MH, 47% LD, 3% HI, 1% VI, 2% PH.

B. Arlington, suburban county, part of Greater Washington, D.C., Metropolitan Area. The ethnic composition of this county consists of a minority of about 12% Black, 7% Oriental and 5% Hispanic.

C. Approximately 30 students will be served in the project (see A above).

D. Minority groups served by the project: .2% American Indian; 32% Black; 4% Oriental; .2% Puerto Rican; 5.0% Spanish Surname.

E. Only identified handicapped senior high students in Arlington Public Schools will be served by this project.

F. Income levels of students' families served by the project.

$5,000 - $9,999	15%
$10,000-$14,999	60%
$15,000-$19,999	15%
$20,000 or more	10%

CAREER EXPLORATION FOR GIFTED AND TALENTED SENIOR HIGH SCHOOL STUDENTS

Jefferson County Public Schools
Lakewood, Colorado

Assistance Contract Award from
Career Education Program for:
10/1/77 - 10/1/78
$56,859
Assistance Contract Award No.
G007702785

PROJECT DIRECTOR:
Dr. Robert E. Blum
Jefferson County Public Schools
Career Education Department
1209 Quail Street
Lakewood, Colorado 80215
(303) 234-7000, Ext. 369

PARTICIPATING INSTITUTION(S): Jefferson County Public Schools

MAJOR OBJECTIVES

1. The major goal of this project is to design and operationalize a model career exploration program for gifted and talented senior high students. Approximately 105 students from three county high schools will be selected to participate using methods which go beyond traditional intelligence measures. A large part of the student's exploration will be community based. Selected students will be matched with community instructors in specific career fields to work closely in career-related problem-solving activities.

2. Through the in-service program, staff members will be retrained to become facilitators of learning for gifted and talented students. These staff members will work individually with each selected student in writing activities which are suited to the learning needs of the gifted and talented and also utilize a wide range of community resources including the community instructors.

PROJECT ACTIVITIES

- In the fall of 1977, a task force including the project specialist, external consultants, team leaders from each school, and community members will convene to decide on appropriate selection procedures for gifted and talented students. It is the intention to design measures for selection which go beyond traditional IQ measures. Selection will take place in February 1978.

- During the fall of 1977 and winter of 1978 selected staff members will be trained in the Exploring Careers in the Community model. In addition these staff members, the project specialist, and external consultants will adapt this existing program to include learner outcomes and activities designed for gifted and talented students.

- During the fall of 1977 and winter of 1978 Career Centers will be set up in the three high schools with materials designed by the staff members and commercial materials deemed appropriate for gifted and talented students.

- During the fall of 1977 and winter of 1978, the currently existing community resource bank will be expanded to include career sites and community instructors with special potential for dealing with gifted and talented students.

- During April of 1978 through June of 1978 the program will be implemented in the three high schools, utilizing the adapted ECC program, career centers, and expanded resource bank.

- The evaluation contractor will develop necessary instruments to measure learner growth and achievement of project objectives according to evaluation schedule developed in the fall of 1977.

- Information about project objectives and results will be disseminated in response to requests from within the community and from the State and nation.

EVALUATION

Objective 1: An external evaluator and the project staff will prepare instruments to determine student growth within the program. Experimental and control groups will be pretested in April of 1978 and post tested at the end of the program, June 1978. Instruments will include: Student attitude questionnaire, achievement tests, attendance data, and GPA. In addition, instruments will be used to assess staff, parent, and community instructor's perceptions of the progress of the program.

Objective 2: An external evaluator will review student and staff performance products to determine the validity of learner outcomes and the extent to which these outcomes are reached.

COMMUNICATION

Dissemination will occur throughout the project year. A brochure will be prepared early in the year for distribution to all interested parties. Articles will be prepared for local news media, and a slide/tape presentation will be prepared for use with community groups and program recruitment.

A second aspect of dissemination is to gain adoption of the program on a county-wide basis. Instructional materials and staff training assistance will be provided to all county schools and any other interested districts as early as fall of 1979.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	10-12 grade students, Teachers, counselors, administrators	
Type of Area Served	Suburban	
Number of Persons Served	10-12	105
	Teachers	9
	Administrators	3
Minority Groups Served	American Indian	.169%
	Black	.291%
	Mexican American	3.486%
	Oriental	.603%
	White	95.451%
Income Distribution	None Available	
Special Populations	Handicapped	N/A
	Gifted and Talented	100%

THE PROFESSIONAL CAREER EXPLORATION PROGRAM FOR MINORITY AND/OR LOW INCOME GIFTED AND TALENTED STUDENTS

Purdue University, Department of Education
West Lafayette, Indiana

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$89,369
Assistance Contract Award No.
G007C0103

PROJECT DIRECTOR:
Dr. Barbara A. Moore
Assistant Professor
Home Economics Education
Purdue University
SCC-F-33
West Lafayette, Indiana 47907
(317) 494-8026

PARTICIPATING INSTITUTION(S):
Elkhart City School Corporation
Central High School
Memorial High School
Elkhart, Indiana

Columbus School Corporation
East High School
North High School
Columbus, Indiana

MAJOR OBJECTIVES

The goal of the Professional Career Exploratory Program (P.C.E.P.) is: to expand the range of occupational career choices from which a minority and/or low income, gifted and talented 10th grade high school student would otherwise choose - with an emphasis on each student being able to:

1. identify competencies needed for the occupations in each profession considered.
2. identify career preparation needed for the occupations in each profession considered.
3. describe traits of the occupations for each profession in relation to the personal traits of the individual student.

PROJECT ACTIVITIES

Each of the participating school corporations will operate a P.C.E. Program in two of their high schools. A P.C.E. Program coordinator has been selected by each school corporation to direct the two P.C.E. Programs in their respective areas. Approximately 20 students will participate in each of the P.C.E. Programs, totaling 80 students.

The P.C.E. students will be selected through an application/selection process. During the first several weeks of the P.C.E. Program, the students will meet in group seminars designed to acquaint them with a variety of possible advanced professional occupations. Then, arrangements will be made for students to participate in exploratory activities out in the community in a total of three professions for 10 weeks. Finally, the students will return to group seminars to share and intellectualize their experiences. Group and individual counseling will be available during this time to help the students identify and secure information on possible advanced preparation programs for those professions in which he or she has become interested.

EVALUATION

A variety of pre and post information will be collected on each student who applies for the P.C.E. Program, including the Tennessee Self Concept Scale; the Professional Occupational Assessment, Did You Get What You Expected; Values Clarification Assessment. These instruments will be adapted or developed by the Purdue Project Team.

Other information compiled by P.C.E. students during the program will also be used to evaluate their expanded occupational knowledge. These include their Exploratory Site Plans and Professional Occupations Notebooks. Program evaluations will include ratings collected from the coordinator, students, Site Sponsors and Advisor Committee members. The University Project Team will analyze and interpret the program results.

COMMUNICATION

A beginning and closing coordinator's workshop is planned in which interested local administrators are invited. Continuous public relations activities such as up-date letter, newspaper articles, local television converage will be used. Program results will be disseminated in national journal articles, at national association meetings, as well as State meetings.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	10th Grade Students, Business/ Industry Persons	
Type of Area Served	Urban	
Number of Persons Served	10th Grade Students	80
	Business/Industry Persons	240
Minority Groups Served (estimated)	Black	10%
	Spanish Surname	10%
	Mexican American	10%
	White	70%
Income Distribution (estimated)	Under $5,000	20%
	$5,000-$9,999	70%
	$10,000-$14,999	10%
Special Populations	Gifted and Talented	100%

A HIGH SCHOOL INTERNSHIP PROGRAM IN CAREER EDUCATION FOR THE GIFTED AND TALENTED

Eugene School District 4J
Eugene, Oregon

Assistance Contract Award from
Career Education Program for:
7/1/77 - 6/30/78
$40,957
Assistance Contract Award No.
G0077C0051

PROJECT DIRECTOR:
James M. Holst
Career Education Specialist
Eugene School District 4J
200 N. Monroe Street
Eugene, Oregon 97402
(503) 687-3471

PARTICIPATING INSTITUTION(S): Eugene School District

MAJOR OBJECTIVES

1. Gifted and talented students will demonstrate increased familiarity with career opportunities in individual areas of special interest.
2. Gifted and talented students will demonstrate abilities necessary to deal with typical work entry problems of youth.
3. Gifted and talented students will demonstrate an accurate understanding of the professional environment in the area of their internships.

PROJECT ACTIVITIES

At the start of each semester during the 1977-78 school year, students who qualify under the definitions of gifted and talented will be contacted and given program information. Those who apply will be screened and selected. Part of the screening process is to determine the student's area of career interest. While interests vary widely, most gifted and talented students aspire to professional, managerial and other high level careers.

The project coordinator trains the students in resume preparation, interview skills, and in career analysis. The coordinator also locates, briefs, and makes site analyses of potential sponsors. The students interview with sponsors in areas closely related to the student's career interest. When students and sponsors mutually agree, an internship is established.

Internship activities vary but most students do special projects, attend staff meetings, and sample a number of professional level tasks.

Early in the internship the students and sponsors establish a set of objectives to be accomplished during the internship.

The students are with their sponsor's organization six to eight hours each day 4 days a week for a semester. No course work is required at the student's home school. On Friday of each week the coordinator meets with the interns in a seminar. Various topics such as career development and management are included.

EVALUATION

Objectives 1 and 3: Each student will prepare a term project. This project and a pre-post use of an inventory dealing with internship activities and outcomes will provide data on achievement of objectives 1 and 3. The intern and sponsor both participate in this evaluation. Interns are also required to keep daily logs of their activities.

Objective 2: Each intern's initial interview is evaluated by the sponsor. The sponsors also rate each intern on a work habits profile at the end of the internship.

A number of data collection instruments are used to collect sufficient data on the interns to develop insights into the internship process. The object is to develop a better understanding of what makes a good internship and what does not. This will be useful to other districts who want this type of program.

COMMUNICATION

A dissemination packet is now available and will be mailed, without charge, upon request.

A final report will be distributed to State career education officers in August 1978. An updated dissemination packet will also be ready in August. Those who want copies of these can receive them for the cost of postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Students grades 11, 12	
Type of Area Served	Urban	
Number of Persons Served	10-12	50
Income Distribution	Under $5,000	19%
	$5,000-$9,999	31%
	$10,000-$14,999	27%
	$15,000-$19,999	18%
	$20,000 or more	5%
Special Populations	Gifted and Talented	100%

CAREER EDUCATION PROJECT FOR THE TALENTED

Allegheny Intermediate Unit
Allegheny County, Pennsylvania

Assistance Contract Award from
Career Education Program for
10/1/77 - 9/30/78
$36,335
Assistance Contract Award No.
G0077C0107

PROJECT DIRECTOR:

Susan U. Fletcher
Allegheny Intermediate Unit
Gifted and Talented Services
Suite 1300, Two Allegheny Center
Pittsburgh, Pennsylvania 15212
(412) 323-5828

PARTICIPATING INSTITUTION(S):

46 school districts in Allegheny County
The Diocese of Pittsburgh Parochial School System
7 Special Education Centers

MAJOR OBJECTIVES

Between 400-500 talented students in grades 4-9 will become more aware of careers related to the art area in which they have exhibited talent.

PROJECT ACTIVITIES

Each school district will identify twelve students who have talent in one of the following areas: Creative writing, theatre, art, media, dance, and music. One student in each area will be identified from grades 4-6, and one student in each area from grades 7-9. Students will meet at a central site for the purpose of exploring career possibilities which could utilize their special talents. The program will be one Saturday a month for 10 months for grades 4-6 and an alternate Saturday for grades 7-9. The sessions will focus on occupational clusters and the coordinator in each of the six art areas will enable the students to discover how their interests and talents can be related to a variety of careers. Practicing professionals will act as consultants to address the students and answer questions about their work. Workshop activities will utilize information acquired in the presentation sessions and the coordinators and consultants will assist participants in devising activities they can pursue on their own. Each participant will be expected, by the end of the series of sessions, to have completed two activities on his/her own; an interview with a practicing professional doing work related to the student's talent, and a project interrelating art(s) and career(s) which he will be encouraged to share in his regular school setting. Parents will be included in a parent/participant orientation meeting and will be asked to serve as volunteers during the session. They will provide an additional, informal source of career information.

EVALUATION

The evaluation will be conducted by the Allegheny Intermediate Unit Program Evaluator, Office of State and Federal Programs. Evaluation tools will include a demographic questionnaire, pre-test and post-test administered to students, Career Maturity Inventory Aptitude Scale, coordinator's logs, questionnaire to parents after the series of sessions conclude, assessment of curriculum packet, a career awareness checklist administered at the last workshop session, interview guidesheet, and student project checklist.

COMMUNICATION

The use of information packets during the project will serve as a field test prior to making them available for duplication and dissemination to other interested groups in the state and nation. Project news will be communicated to the general school community by means of the newsletter written by program staff and participating students. A curriculum log will be developed including a narrative history of the project, sample activities, evaluation materials, and student responses. A sound/slide presentation will be prepared during the course of the project and will be made available to school board, teachers, and community groups. Material to be disseminated will be available by September 1978.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------- Students, grades 4-9

Type of Area Served -------------------- Small town, urban, suburban

Number of Persons Served --------------- Grades 4-6 200-250
" 7-9 200-250

Minority Groups Served and Income Distribution ------------- Students have not as yet been identified by participating school districts.

Special Populations -------------------- Gifted 100%

COMMUNITY-BASED CAREER EDUCATION FOR GIFTED AND TALENTED STUDENTS

Texas A&M Research Foundation *College Station, Texas 77843*	*Assistance Contract Award from Career Education Program for:* *7/1/77 - 6/30/78* *$82,074* *Assistance Contract Award No. G0077C0045*

PROJECT DIRECTORS:	Christopher Borman Director, Center for Career Development & Occupational Prep. and Professor, Department of Educational Psychology Texas A&M University College Station, Texas 77843 (713) 845-2436	William R. Nash Associate Professor Dept. of Educational Psychology Texas A&M University College Station, Texas 77843 (713) 845-1831

PARTICIPATING INSTITUTION(S):

Texas A&M University, College Station, Texas
A&M Consolidated Independent School District, College Station, Texas
Corpus Christi Independent School District, Corpus Christi, Texas

MAJOR OBJECTIVES

1. Refine and redirect the past year's program into a community-based one for demonstration purposes.

2. Duplicate the project at a site of varying cultures and life styles to research the appropriateness of a community-based model with very different demographic combinations.

Major Learner Outcome Objectives:

1. Participants will demonstrate increased skills in self-investigation and evaluation of their interests, aptitudes and abilities.

2. Participants will demonstrate increased knowledge of career information, economic factors influencing career opportunities, and life styles required by career fields of interest.

3. Participants will demonstrate increased skills related to job acquistion and retention methods, career planning, and decision making.

Participation will be limited to 60 high school seniors (gifted and talented)--20 in College Station, 40 in Corpus Christi (20 experimental, 20 control).

PROJECT ACTIVITIES

1. The past year's site will serve as a demonstration program for other LEA's who are considering implementing a career education program for gifted and talented high school students using a community-base.
2. The demonstration site (A&M Consolidated High School) is largely Caucasian, its work force mostly professional. This model should be applied in a replication situation with minority populations and dissimilar cultures in order to test its transportability. Corpus Christi I.S.D. will be the replication site.
3. The first year's program was developmental. The second year's program will deal with refinement of the products that combine to form the demonstration model.
4. This unique program has achieved both a university and community support base. It is advantageous to share both the program and the process in an observable way during the school year through publicizing a demonstration site that is community-based.

EVALUATION

NOTE: A third party evaluator will advise and monitor all evaluation activities.

1. A questionnaire will be completed by all visitors to the demonstration site.
2. Weekly questionnaires will be utilized to measure participant reaction to the program.
3. Teachers and parents will be queried relative to the project monthly.
4. A follow-up questionnaire will be developed to measure changes in career direction and goals as well as to obtain participants' reactions and evaluations after 1 year.
5. Records will be maintained relative to materials and methods that are utilized.
6. The Corpus Christi site has been selected and records will be maintained on diverse cultural and community aspects touched by the project as it relates to gifted and talented students.

7. Pre-post tests measuring learner outcome objectives. Evaluation Resources: A) Third Party Evaluator, B) Experimental and Control Groups, and C)Pre- and Post-Tests.

COMMUNICATION

A. Products: "A Handbook for Implementation, Community-Based Career Education for Gifted and Talented Students."

B. Conferences: Fall and spring visitation will be conducted for persons from various education agencies who would like to see the program "up close-in-a-personal way". The first visitation will be November 17, 1977. The second date has not been set. Visitation will be conducted at the demonstration site only.

C. Descriptive Project Literature: Monograph (in outline form), available now. Brochure available now. Final report, available October 1, 1978.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------- 12th Grade Students

Type of Area Served -------------------- Small Town - Urban

Number of Persons Served --------------- University Professors 30
12th Grade 60
Other Staff 7
Business/Industry 30

Minority Groups Served ----------------- Not Available

Income Distribution -------------------- Not Available

Special Populations -------------------- Handicapped 0%
Gifted & Talented 100%

EPIC: EDUCATIONAL PREPARATION FOR INVOLVEMENT IN CAREERS FOR LOW INCOME STUDENTS

Jefferson County Schools
Louisville, Kentucky

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$90,000
Assistance Contract Award No.
G0077C0104

PROJECT DIRECTOR:
Mrs. Barbara Preli
Career Education Office
Jefferson County Schools
Brown Education Center
Room 1508
4th & Broadway
Louisville, Kentucky 40202
(502) 581-5630

PARTICIPATING INSTITUTION(S): Jefferson County Public Schools

MAJOR OBJECTIVES

1. After participation in the career education program, the students at grades 3, 5, 8 & 11 will demonstrate an increase in: Basic academic skills, awareness of work values, awareness and knowledge of the world of work, self concept and career decision-making skills.

2. School staff will demonstrate the necessary knowledge, skills and understanding to continue and refine the model, integrate career concepts with the teaching/learning process, work in partnership with the family and home and utilize and link with the work community.

3. The community will demonstrate the necessary knowledge and skills to participate in the training and work in partnership with the school and community for the child's career development.

PROJECT ACTIVITIES

Model Implementation: Maintenance and refinement of the model at the six pilot schools.

Staff Development: Refinement of the curriculum integration where necessary.

The staff development of 294 teachers on methods of including home, family and community in the career education program.

Community Involvement: The use of the entire community as a shared partnership in the career education program.

Special activities directed towards involvement of the home and family.

Evaluation and Program Management: A strong component of both process and product evaluation which emphasizes replicability and quality comparative analysis of program and learner objectives.

Dissemination: An emphasis on program sharing with others as well as serving as a demonstration model.

EVALUATION

Process and product components are included.

Objective 1: Students will be tested on State indicators. Published tests will be selected upon analysis of available new instruments.

Statistical analysis will include t-test on significant level of significance, regression analysis, grade level comparisons, base line comparisons and established criterion.

Objective 2: Staff will be tested at the knowledge level of identified competency.

Teacher surveys, research observations and accomplishment reports will monitor quality and quantity of application.

Objective 3: Community knowledge and participation will be assessed by survey questionnaires, logs of attendance as developed by Jefferson County Department of Research.

Objective 4: Dissemination activities will be recorded by a monthly log and survey.

COMMUNICATION

The Jefferson County Handbook, Internship and Shadowing Booklet, and curriculum supplements will be mailed to any interested person for the cost of printing and postage.

A State workshop will be conducted for interested persons.

A final parent module will be available at the close of the year for parent involvement sessions.

A final evaluation report abstract will be mailed to the State Coordinators of Career Education upon request.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 Students, community	
Type of Area Served	Urban	
Number of Persons Served	Students K-5	1089
	6-8	2077
	10-12	2951
	Teachers	294
	Counselors	13
	Administrators	13
	Other Staff	3
	Parents	10,244
	Community	all
Minority Groups Served	American Indian	8
	Black	40%
	Oriental	25
	White	59.5%
Income Distribution	Under $5,000 ,	42.2%
	5,000 - 9,999	27.8%
	10,000 -14,999	19%
	15,000 -19,999	6%
	20,000-or more	5%
Special Populations	Handicapped	200
	Gifted & Talented	15%

CAEP: CAREER AWARENESS EDUCATION PROGRAM

Urban League Street Academy
New Orleans, Louisiana

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$87,840
Assistance Contract Award No.
G0077C0120

PROJECT DIRECTOR:

Mrs. Gail Glapion
Urban League Street Academy
Career Awareness Education Program
3200 St. Bernard Avenue
New Orleans, Louisiana 70119
(504) 949-5523

PARTICIPATING INSTITUTION(S): Urban League Street Academy, Orleans Parish School System

MAJOR OBJECTIVES

1. At the conclusion of the project year, September, 1978, 80% of a maximum of 30 students having experienced activities which will raise awareness of career possibilities and of the changing aspects of careers in their field of interest will be able to articulate short and long range career goals as measured by the Career Awareness Survey.

2. 80% of the 30 participants having experienced activities designed to develop decision-making skills will be able to make more realistic decisions about their career goals as reflected by their replies on the Career Awareness Survey.

3. To upgrade basic skills in reading, English and math by correlating core curricula with job related requirements, 80% of the 30 students will show a grade equivalent increase of 2.0 in the three (3) identified areas. Students who do not show such an increase will be rerouted through the regular Street Academy program with special emphasis on the areas of inadequacy.

4. At the conclusion of the project year, September 30, 1978, 80% of a maximum 30 students will show an improvement on the Tennessee Self-Concept Scale at the .05 level of significance and maintain a combined school and job attendance level of 80%.

PROJECT ACTIVITIES

During the initial three weeks of the program, participants will have orientation and will observe six (6) different job sites. Upon completion of the observation period the participants along with the Career Coordinator and Counselor will discuss various aspects of each job site visited.

Participants will then rank in order the job sites at which they prefer to begin the awareness program. As much as is possible the students will be placed according to their preferences and aptitudes.

Participants will observe and work at each job site three (3) days a week for a period of at least one month. They are free to change job sites each month or to extend their stay for a period of one (1) month only.

Students will participate in a decision-making process modeled on the Never, Always, Sometimes Program by Universal Learning and Literacy. This design enables students to learn decision-making in a non-threatening atmosphere.

The counselor will supplement this program with additional instruction in decision-making as the need arises and as individual differences dictate.

Those students selected by the staff for participation in the project will be pretested with the California Achievement Test (CAT) to determine levels of ability in reading, math and English.

Skill development in reading, math and English will be related to the job skills required of the participant. Students will attend classes four (4) mornings each week for basic skill instruction as described in the Academic component of the proposal.

The Career Counselor will administer the Tennessee Self-Concept Scale to all participants as a pre-test. The counselor will conduct sessions for all participants. Discussion will center on job-related satisfaction and difficulties, attendance at and participation in classes. Counselor will attempt to help student focus on the dynamics of their motivation, feelings, and their attitude.

The counselor will bring into the counseling groups community persons to serve as role models for academic and career success.

EVALUATION

Objective 1: The objective will be measured by the Career Awareness Survey which will ask participants to state short and long range career goals which they have developed as a result of their on-site job exposure.

It is expected that 80% or more of the participants will be able to articulate short and long range career goals.

Objective 2: 80% of the students completing the Career Awareness Survey will indicate an increased ability to set long and short range career goals as indicated by their replies to the survey.

Objective 3: The objective will be evaluated by a post test of the California Achievement Test. An overall increase of 2.0 grade levels on the part of 80% of the participants will be considered significant.

Objective 4: The objective will be evaluated by the degree of attendance on job sites and in academic classes. The expectation is that 80% of the students will maintain 80% attendance at jobs and classes. 80% will show an increase to the .05 level of significance on the Tennessee Self-Concept post test.

COMMUNICATION

The results of the survey questionnaire will be compiled and results disseminated to the Street Academy staff, personnel involved in the Career Awareness Education Program and employees supporting the project. Individual surveys will be filed in each student's folder.

The counselor will record the results of the survey and disseminate the information to the CAEP staff.

The results of the CAT will be distributed to all staff members and individual results will be kept in each student's file. The final report will show both pre- and post-test scores in all areas tested and the percent of increase in the subject area.

Weekly records of attendance at the job site and in classes will be kept by the CAEP Coordinator, Counselor and the Education Specialist. Individual attendance records will be kept in the files of individual students.

Pre and post test scores on the TSC will be recorded and the level of improvement computed for each student.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------- Non Graded

Type of Area Served -------------------- Urban

Number of Persons Served --------------- 35/Black 100%

Income Distribution -------------------- Under $5,000 35

Special Populations ------------------- *None given*

CAREER EDUCATION FOR 9TH GRADERS IN A COMMUNITY COLLEGE SETTING

Bronx Community College
Bronx, New York

Grant Award from
Career Education Program for:
10/1/77 - 9/30/78
$103,000
Grant Award No. G0077C0131

PROJECT DIRECTOR: Mr. Derek Wheeler
Bronx Community College
Fordham Center
2468 Jerome Avenue
Bronx, New York 10462
(212) 220-2909

PARTICIPATING INSTITUTION(S): Board of Education of the City of New York High School Division, Bronx Office

MAJOR OBJECTIVES

Having received intensive training in reading, mathematics, English skills, oral communication, and career guidance, one hundred (100) 9th grade students will: (a) bring their mathematics, reading skills, English, and oral communication skills up to standard, (b) focus their attention on the world of work and the preparation needed for it during the high school careers, and (c) be motivated to continue in school toward the high school diploma and toward a desire to prepare themselves as workers and/or participants in higher education programs subsequent to high school.

PROJECT ACTIVITIES

For the first semester 60 students will be selected. The students will be selected from among those whose attendance was low in 8th grade, who come from chronic welfare families or families with history of high unemployment, and who are principally of minority ethnicity. After pre-testing, they will be placed in groupings of ability in reading, English skills, oral communication, and mathematics. They will be given daily instruction in these subjects for 40 minutes periods between 8:30 a.m. and 11:30 a.m. The subjects are designed to bring them up to standard in each area with focus on career preparation.

A Board of Education attendance teacher will maintain home and home school liaison for the program.

Students will have opportunities to observe Bronx Community College students in class in the various career programs extant at the College. They will see their ethnic peers in preparation for the world of work and will have opportunities to confer with them about educational preparation and need.

Students will also be taken on trips to large New York industries and employers where they can observe workers on the job and perceive what is required of them in the way of educational preparation and responsibility on the job. Subsequent guidance sessions will be held to discuss what was observed and to help students to determine possible steps they can take while in high school to prepare themselves to enter an occupation which they find attractive to them and within their capabilities.

At the conclusion of the day, students will return to their home schools for lunch and for other subjects. They will be given two 50¢ transportation tokens for each day they are in attendance.

At the conclusion of one semester, 40 students, for whom it is deemed that they are ready to return full time to the home school, will be terminated and 40 new ones will be added to the program. The remaining 20 will stay for a second semester.

EVALUATION

A. Pre and post-testing through standarized tests will occur. Post-testing will be on-going after the student completes a 30 day period in reading, mathematics and English skills.

B. The project will be deemed successful if 65% of the students show gains of one year or more in reading and mathematics after one semester - and gain one year or more in those subjects after one semester back at the home school. Skill in oral communication will be gauged by the teacher. Attitudes toward careers will be measured by teacher assessment, attendance figures, student responses.

Because an attempt will be made to place students in weekend or after school jobs further success will be determined if 50% of those placed hold a job for one full year.

Further success will depend on 70% of those enrolled maintaining a 65% attendance record.

C. Evaluation will be done internally by staff using comparative standarized test scores, attendance records, reports from the home school, teacher made tests, and teacher observation.

COMMUNICATION

A. At the conclusion of the project, we hope to have a model Career Education program for urban minority group youngsters of the background described who are 9th graders entering high school. We hope to be able to disseminate the design for this program.

B. Conferences with parents, community persons who are interested, and home high school staffs are in the making. We do not plan on having meetings or workshops for outside interested parties as yet.

C. The project runs from October 1, 1977 to September 30, 1978. By December we should have available a preliminary package of literature giving the design, methods, and findings of the program for dissemination.

DEMOGRAPHIC INFORMATION

A. The youngsters in the program are ninth graders - 14 to 15 years of age - from four Bronx High Schools - Clinton, Theodore Roosevelt, Taft, and Walter.

B. A total of 100 will be served, 40 each semester and 20 who remain for two semesters.

C. The area served is the Borough of the Bronx which is primarily Black and Puerto Rican with some European and Asiatic immigrants and some others. The Bronx is suffering from high unemployment, high numbers of welfare families, loss of middle class, loss of business and industry, and all the social ills attendant to the above. The Borough has a population of 1.2 million people.

D. There is no intention to specifically serve physically handicapped students but the project will serve them if they are referred and qualify.

E. Minority groups to be served: Puerto Rican, Black, French Caribbean, Asiatic (depending on number of referrals of each).

F. Most students will come from families with below $5,000/annum income. Some will come from families with income between $5,000 - $10,000/per annum.

CAREER INTERN PROGRAM

Opportunities Industrialization Centers
of America
Philadelphia, Pennsylvania

Grant Award from
Career Education Program for:
10/1/77 - 9/30/78
$89,032
Grant Award No. G0077C0111

PROJECT DIRECTOR:
Mr. C. Benjamin Lattimore
Director
Division of Special Programs
OICs of America
100 W. Coulter Street
Philadelphia, Pennsylvania 19144
(215) 438-9800

PARTICIPATING INSTITUTION(S): Philadelphia School District

MAJOR OBJECTIVES

The Career Intern Program (CIP) is an alternative school for persons 15 to 21 years of age from low income families who have either dropped out of school or are at a severe risk of dropping out. The major objectives are:

1. To improve career planning and occupational knowledge among students.

2. To improve basic skills in reading, math, social sciences, and the arts.

PROJECT ACTIVITIES

Applicants are dropout and potential dropouts from Philadelphia high schools. The selection criteria are:

1. Lack of consistent school attendance.
2. Inability to adjust to public schools.
3. No major disciplinary problems.
4. Family adjustment problems.
5. Negative shifts in academic achievement levels.

After prospective interns (students) are recruited, they are exposed to the intake interview. They are also tested to determine if they achieve the minimum 5th grade reading level requirement for admission. They are then scheduled for orientation and admitted to the program.

Interns are exposed to the following courses during the first phase of the program: math, English, history, science, reading, career counseling seminar, cultural arts, typing, graphics, consumer math, humanities and a foreign language. In addition, career oriented activities are employed such as field trips, seminars, mini-fairs and resource speakers. The curricula consist of career oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every 2 weeks.

During the second phase, interns are exposed to individualized instruction and independent study. Advanced courses in the aforementioned disciplines ensue. On-site exploration of careers in which interns have expressed an interest is conducted. Career oriented activities and counseling support continue.

The third phase commences when the interns are prepared to graduate. College preparatory activities are implemented for college bound interns. Arrangements are made to place interns into OJT, advanced skills training and employment slots.

Expected Outcomes: As a result of the activities and processes employed to upgrade self esteem, career awareness, and basic skills, the students are expected to be able to continue their education and graduate with diplomas. While graduation for some of the students will not occur during the contract period, it is still expected that the students will have improved in all the areas of concern to a significant degree.

EVALUATION

The evaluation design consists of a Formative and Summative design. The interns will be involved in pre and post tests utilizing the following instruments:

1. Raven Progressive Matrices
2. Analysis of Learning Potential, Advanced I Level
3. Stanford Achievement Test
4. Attitude Scale of the Career Maturity Inventory
5. Rotter's Internal-External Scale
6. Coopersmith's Self-Esteem Inventory

COMMUNICATION

The final report can be disseminated to educators and other audiences via the Office of Education's publications, educational journals, etc., and via the OIC/A Network consisting of over 200 affiliates.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------------ Dropouts and Potential Dropouts

Type of Area Served ------------------------ Urban

Number of Persons Served -------------------- 10-12 100

Minority Groups Served ---------------------- Black 98%
Spanish Surname 1%

Income Distribution ------------------------- Under $5,000 20%
$5,000-$9,999 45%
$10,000-$14,999 25%
$15,000-$19,999 8%
$20,000 or more 2%

Special Populations ------------------------- Handicapped 6%
Gifted and Talented 1%

REDUCTION OF SEX STEREOTYPING IN CAREER CHOICES

College Hill Junior High School
Texarkana, Arkansas 75502

Grant Award from Career
Education Program for:
10/1/77 - 8/1/78
$64,732
Grant Award No. G0077C0128

PROJECT DIRECTOR: Ms. Doris M. Watson
College Hill Junior High School
1600 Forrest Street
Texarkana, Arkansas 75502

PARTICIPATING INSTITUTION(S): College Hill Junior High School

MAJOR OBJECTIVES

1. After participating in restructured social studies classes, expanded activities in three 12 week mini courses, and student organization in specified career areas, students in grades 7-9 will demonstrate career awareness, improve attitudes, and show a definite interest in investigating careers in career areas which have traditionally been sex-stereotyped.
2. Through staff development and parent workshops, staff persons will demonstrate the most effective methods and techniques needed to implement activities.
3. Through workshops and the establishment of a community advisory committee, parents and community persons will become thoroughly familiar with, and supportive of the objectives of the project.

PROJECT ACTIVITIES

Seventh grade social studies classes will be restructured to include information that will create attitudinal awareness of sex stereotyped jobs. The eighth grade exploration activities will be geared toward introducing students to various roles in life that have been traditionally sex stereotyped. These concepts will be expanded to include introduction to career choice through methods selected in pre- and in-service training. The resource book of careers will be utilized as well as bringing persons into the classroom from the world of work. Ninth grade students will attack the problem through participating in organizational activities such as debates, peer teaching and Career Day. The students will investigate careers which have been traditionally sex stereotyped.

Teachers will be trained in the area of sex stereotyping. We will use ERIC and NIE to investigate other projects that deal with sex stereotyping. Several parent workshops will be held to introduce parents to problems associated with sex role stereotyping.

The Advisory Committee will be responsible for the leadership needed in disseminating information to the public. A survey in the form of a questionnaire will be mailed to top level administrators and managers to identify local needs and problems which relate to sex stereotyping in career choice. This information will be used to establish a resource bank of persons in male or female sex stereotyped jobs.

EVALUATION

Objective 1: Students in grades 7-9 will be pre-tested in November, 1977 to measure attitudes, interests, and amount of learning achieved toward the problem. A post-test will be conducted in May, 1978 and computed on participants and a controlled group of students not in the program. The project director will do the evaluation.

Objective 2: Teachers of the College Hill Junior High students will be given a questionnaire which will be evaluated after each training session. The questionnaire will provide a measure of learning achieved. Parents of the College Hill Junior High students will use report sheets of meetings of groups. The feedback questionnaire will measure number of participants and positive response to questionnaire.

Objective 3: The Community Advisory Committee will be given a feedback questionnaire to measure amount of support to the objectives.

COMMUNICATION

The director will be responsible for scheduling seven speaking engagements during the year to community groups and organizations.

All meetings of the Community Advisory Committee will be publicized in the local newspapers. All newsworthy activities will be publicized on radio, television, and newspapers. A monthly newsletter will be developed and distributed to students, parents, and community persons. One 30 minute television presentation will be made during the project year.

Advisory Council members will establish a speakers bureau and will be responsible for speaking engagements all over the city.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ----------------- 7-9 Students

Type of Area Served ------------------ Urban

Number of Persons Served ------------- 7-9 Students 799
Parents 1300

Minority Group Served ---------------- Black: 33%

Income Distribution ------------------ Under $5,000 39.1%
$5,000 - $9,999 8.6%
$10,000 - $14,999 22.4%
$15,000 - $19,999 22.5%
$20,000 or more 7.4%

Special Populations ------------------ Handicapped: 3%
Gifted & Talented: 7%

PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

Jefferson County Public Schools
Lakewood, Colorado

Assistance Contract Award from
Career Education Program for:
10/1/77 - 10/1/78
$45,815
Contract Award No. G007700100

PROJECT DIRECTOR:
Dr. Robert E. Blum
Jefferson County Public Schools
Career Education Department
1209 Quail Street
Lakewood, Colorado 80215
(303) 234-7000, Ext. 369

PARTICIPATING INSTITUTION(S): Jefferson County Public Schools

MAJOR OBJECTIVES

1. Approximately 220 8th through 12th grade students in the experience-based career education program, Exploring Careers in the Community (ECC) will become aware of the effects of sex-role stereotyping on career choice and will increase their knowledge of non-traditional roles open to males and females through a variety of skill-building, awareness-raising, and community-site visitation activities.

2. Through the in-service program, ECC staff will become aware of the effects of sex-role stereotyping on career choice and will be prepared to implement the curriculum materials, provide students with sex-fair counseling, non-traditional community work site experiences, and guest speakers in non-traditional career roles.

PROJECT ACTIVITIES

In the fall of 1977, the student curriculum materials, staff in-service program, and Project Evaluation Schedule will be developed. Parent and community involvement will be obtained through the Project Steering Committee and participation in selected student activities.

Implementation of the student curriculum and the staff in-service program will occur during January-May, 1978. Selected consultants with expertise in sex-fair counseling will be utilized to help facilitate the in-service program.

The evaluation contractor will develop the necessary instrumentation procedures to measure learner growth and determine the achievement of project objectives according to the Evaluation Schedule developed in the fall of 1977.

Information about project objectives, activities and results will be disseminated in response to individual inquiries and through appropriate local, State, and national avenues.

EVALUATION

Objective 1: Students and staff in experimental and control groups will be pretested in the late fall of 1977 to determine their attitudes about male/female roles, their ability to identify instances of sex-bias, and their knowledge of non-traditional career options open to males and females based on changing social, legal and economic factors. The instrument will be developed by the evaluation contractor with input from project staff. Student and staff performance criteria will be developed for use in the curriculum and inservice programs. An experimental/control group post-test will be administered in the late spring of 1978 to determine learner growth. Statistical comparisons will be made utilizing the Statistical Package for the Social Studies (SPSS).

Objective 2: The external evaluator will review student and staff performance products as well as items of project activity documentation to determine the achievement of the objectives.

Objective 3: Interviews and/or questionnaires will be administered by the external evaluator to selected students, staff, parents, and community representatives to determine the effectiveness of project activities, materials, and procedures.

COMMUNICATION

Dissemination will be ongoing throughout the project year. Initially, a project brochure will be mailed to directors of USOE funded projects, State directors of career education, and directors of experience-based career education programs. Individual requests will be answered with specific information and appropriate materials such as the brochure and sample curriculum or inservice materials.

A case history of the project, and finished curriculum and inservice materials will be available to interested parties in October 1978 on a loan basis or at minimum cost. Further alternatives for large-scale dissemination through the Jefferson County Public Schools or the Colorado State Department of Education will be considered.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	8-12 grade students Teachers, Counselors, Administrators	
Type of Area Served	Suburban	
Number of Persons Served	8-9	50
	10-12	165
	Teachers	35
	Counselors	20
	Administrators	8
Minority Groups Served	American Indian	.169%
	Black	.291%
	Mexican American	3.486%
	Oriental	.603%
	White	95.451%
Income Distribution	*None Available*	
Special Populations	Handicapped	N/A
	Gifted and Talented	5%

FROM DREAMS TO REALITY: A CAREER AWARENESS/EXPLORATION PROJECT FOR GIRLS AGES 6 to 12

Girl Scouts of the U.S.A.
New York, New York

Assistance Contract from
Career Education Program for:
10/1/77 - 9/30/78
$76,765
Assistance Contract Award No.
G0077C0094

PROJECT DIRECTOR:
Ms. Nancy Garfield
Career Education Project Director
Program Department
Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022
(212) 751-6800, Ext. 296

PARTICIPATING INSTITUTION(S): A nationwide sample of twenty-four Girl Scout Councils across the United States.

MAJOR OBJECTIVES

The major objectives (learner outcomes) of the proposed FROM DREAMS TO REALITY: A Career Awareness/Exploration Project for girls six through 12 are:

1. Participants will evidence greater awareness of the number and variety of career possibilities from which females can utlimately choose, and will show a willingness to see themselves in a greater number and variety of non-stereotyped career possibilities.

2. Participants will become more involved to a greater degree and in a greater number of career exploration activities related to non-stereotypic roles, and will exhibit increased ability to describe and evaluate these experiences.

3. Participants will give evidence that they engage in less sex-stereotyped thinking regarding female behavior in general and as it relates to careers, and that they can identify creative approaches to cope with the problems of women who work.

4. Participants will become more aware of themselves, increase their positive view of themselves, their skills, attitudes, values and attributes, and become better able to relate this self-awareness to non-stereotypic career possibilities.

5. Participants will be more aware of the world of work and how its roles, functions and activities relate to non-stereotypic career possibilities.

6. Participants will become more aware of career decision-making as a process, develop decision-making skills appropriate to their developmental level and become more aware of how self-awareness relates to decision-making.

PROJECT ACTIVITIES

All major objectives of the project will be met by the materials which will consist of an Activity Kit containing approximately 130 illustrated, developmental activities for girls and their leaders to pursue during Girl Scout meetings, informally in small groups or individually. Each activity will help to develop non-stereotyped self-awareness, attitudes and interests, will acquaint girls with non-stereotyped roles and careers, and/or will encourage girls to explore careers first-hand.

Accompanying the activities will be a set of "career" cards highlighting actual women performing a variety of non-stereotyped life and career roles. Each card will contain photographs of the subject at work and play, and together they will make up a deck of fifty careers divided equally between the five worlds of Girl Scouting: The Worlds of People, the Arts, Today and Tomorrow, Well-Being, and the Out-of-Doors.

The Activity Kits will also contain supplemental materials for activities and a resource list. A Leader's Guide will accompany each Activity Kit.

EVALUATION

The evaluation will test if the program is workable and useful to a broad target population of females, ages 6-12. The materials will be tested in geographically diverse areas with a pre-post test experimental design using short term outcomes. The evaluation will attempt to determine whether the program objectives can be attained through the use of the program activities and materials developed for this audience.

Formative Evaluation: Project activities will be monitored both internally through the Program Department and the Director of Statistics, Dr. Charles Meehling, and externally by the Evaluator, Dr. David Zimpfer. The evaluator and project staff will make on-site observations to review both instruments and activities during the pilot test.

Summative Evaluation: The field test of the proposed Activity Kit and its accompanying Leader Guide will involve use of a pre-and post-test questionnaire and on-site visitations by the outside evaluator, and project staff to field testing troops and Councils. Twenty-four Girl Scout councils will be selected using a stratified random sample based on council size (four categories) and region (there are five regions in Girl Scouting (nationwide). Twenty of the twenty-four councils will be the experimental group; four councils will be the control group.

External Evaluator

Dr. David Zimpfer
Associate Professor of Education
School of Education
The University of Rochester
Rochester, New York 14627
(716) 275-3955

Internal Evaluator

Dr. Charles Meehling
Director of Statistics
Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022

COMMUNICATION

The products to be made available:

1. FROM DREAMS TO REALITY: Activity Kit in Career Awareness and Exploration for 6-12 year olds
2. Leader's Guide to From Dreams to Reality Activity Kit in Career Awareness and Exploration for 6-12 year olds
3. Girl Scout Leader Magazine Article Reprints

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------- 6-12 year olds, elementary school age females and their adult leaders - Grades 1 through 6

Type of Area Served -------------------- Rural, small town, suburban, urban

Number of Persons Served -------------- 2,000 girls and their Girl Scout leaders, and 400 girls acting as control group.

Minority Groups Served ----------------- Not Available

Special Populations -------------------- None

Income Distribution -------------------- Not Available

CAREER EDUCATION CENTER FOR THE PRESERVICE AND INSERVICE TRAINING OF CLASSROOM TEACHERS

Auburn University
Auburn, Alabama

Grant Award from Career
Education Program for:
7/1/77 - 6/30/78
$50,010
Grant Award No. G0077C0052

PROJECT DIRECTOR:
Dr. J. Robert Mayfield, Assistant Professor
Administration and Supervision
Director, Continuous Professional Development
Program, Auburn University
3010 Haley Center
Auburn, Alabama 36830
(205) 826-4994

PARTICIPATING INSTITUTION(S):
Alexander City Schools - S.C. Doss, Jr.
Auburn City Schools - Allen D. Cleveland
Chambers County Schools - Jerry D. Milner
Lanett City Schools - W.O. Lance
Lee County Schools - T.C. Britton
Macon County Schools - Alonza Harvey
Opelika City Schools - Clyde Zeanah
Phenix City Schools - Clifford Smith
Russell County Schools - Warren Richards
Tallapoosa County Schools - Jack Peters

MAJOR OBJECTIVE

1. To demonstrate an effective model for the preservice and inservice training of classroom teachers in the utilization of career education.

PROJECT ACTIVITIES

One hundred preservice teachers from the Auburn University School of Education have been selected at random to participate in the Career Education Center, which will utilize the already existing teacher center. Nine teachers from each of the 10 school districts involved in the Continuous Professional Development Program consortium (CPDP) have also been selected to participate in the center.

During the 1977-78 school year, the 100 preservice and 90 inservice teachers will subsequently be provided three days of intensive experiences in Career Education. Utilizing the "learn by doing" strategy currently operating in the Auburn Teacher Center, the Career Education Center provides an experientially based training program in the development of teacher made career education materials, and classroom career centers with accompanying activities.

During the three day sessions participants complete a module on "subject matter and the curriculum" and also develop two curriculum units which demonstrate the incorporation of career education concepts into the regular classroom experiences of school learners.

Other activities provide participants with experiences that increase their awareness of: 1) the effect of their own self-concept on their career choice, 2) the effect of decision making in their own lives, 3) the effect of their own sex, and culture stereotyping on career choice.

EVALUATION

Although several evaluation devices have been incorporated in the project, the overall evaluation of the Career Education Center will be both formative and summative and directed at: 1) Participant outcomes and 2) impact in participants' classrooms.

Evaluation of the accomplishment of each of the process and learner outcome objectives employs the use of a PERT chart. For each objective (process or direct outcome) the evaluation format includes: Corresponding task, critical work activities, performed by whom, starting and completing dates, evaluation questions, standards, data collection strategy, instruments utilized, instrument administration schedule, data collector, respondents, data analysis, data information is needed.

Pre-and post-project administrations of a semantic differentiated on selected career education concepts will assist in the evaluation of participants' changes in attitudes toward career education. In addition, post training observational data will be collected on each inservice participant at one-month and four-month intervals to assess incorporation of career education concepts in their classroom.

COMMUNICATION

Detailed reports of program development, use and value will be compiled and disseminated to interested institutions, agencies, organizations, and others throughout the State and nation. Included among these are monthly newsletters, quarterly progress reports and a final report.

Available materials developed by participants include: 1) A complete module on "subject matter and the curriculum" and 2) two curriculum units which demonstrate the incorporation of career education concepts into the regular classroom experiences of school learners.

DEMOGRAPHIC INFORMATION

Levels/Groups Served -------------------- Students, grades 15-16; teachers

Type of Area Served --------------------- Rural, small town

Number of Persons Served ---------------- Students, 15-16 100
Teachers 90

Minority Groups Served ------------------ Black 40%

Income Distribution:

			Counties		
	Chambers	Lee	Macon	Russell	Tallapoosa
Under $1,000	3.7	2.9	9.0	6.2	2.8
$1,000 - $2,999	14.8	13.3	22.0	16.6	15.3
$3,000 - $4,999	15.0	14.0	18.6	17.6	18.5
$5,000 - $6,999	15.7	15.3	14.8	17.3	16.8
$7,000 - $9,999	22.1	20.4	13.7	19.7	24.0
$10,000 andoover	28.7	34.1	21.8	22.5	22.5

CELIT: CAREER EDUCATION LEADERSHIP INTERATION TEAMS

University of Arkansas
College of Education
Fayetteville, Arkansas

Assistance Contract Award from
Career Education Program for:
7/1/77 - 6/31/78
$123,999
Assistance Contract Award No.
G007C0063

PROJECT DIRECTOR:
Dr. Donald Rye
Project CELIT
117 Graduate Education Building
University of Arkansas
Fayetteville, Arkansas 72701
(501) 575-2151

PARTICIPATING INSTITUTION(S):
Arkansas State University, Jonesboro, Arkansas
Henderson State University, Arkadelphia, Arkansas
Southern Arkansas University, Magnolia, Arkansas
University of Central Arkansas, Conway, Arkansas

The purpose of this project is to train ten twelve-member teams through a statewide consortium effort of five Arkansas Universities. The teams will consist of business/labor/industry/professional/government representatives and school personnel representing administration, instruction, and counseling from the elementary, middle, and high school levels. The purpose of their training is to provide school faculty with skill and knowledge which will enable them to successfully install collaborative "world of school/world of work" interactions and thus increase the number and kinds of those interactions.

MAJOR OBJECTIVES

All Career Education Leadership Interaction Team (CELIT) members will increase their level of:

1) knowledge of career education
2) acquiring career education information
3) planning career education activities
4) performing career education activities
5) sharing career education ideas, concepts, plans, etc.
6) status reporting of their involvement with career education
7) assessing career education activities

All CELIT members, during early autumn of 1977, will attend a two-day workshop on "Career Education and Community Involvement." After completion of the workshops, weekly seminars will be locally established for each CELIT. By way of the seminars, training will continue in the direction of promoting more effective use of community resources in local career education efforts. Throughout the seminar phase of the project, CELIT members will be trained to develop, implement, and evaluate a community oriented career education plan. The intent of these plans will be to increase the collaborative effort between the "world of school" and the "world of work" in the community.

Specific activities of the seminars will focus on: 1) Locally developed need assessment instruments, 2) inservicing educators by using community resources, 3) improving communication between the world of school and the world of work, 4) increasing work experience for both students and educators, 5) the functions of a Career Education Advisory Council, 6) examining special programs and problems for women, minorities and the handicapped in career education, and 7) methods of evaluating career education plans.

In December, all CELIT's will have finalized locally designed career education plans. In early January, each CELIT will begin implementing their plan. During the last month of the project, each CELIT will evaluate the activities accomplished and will decide what changes in the plan are required for the following academic year.

EVALUATION

In House: In order to determine their levels of use of the variables outlined in the objectives, all CELIT members will be pre-tested prior to their participation in the two-day workshop. A post-test will be completed in May. The evaluation method to be used is the "Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption." Data will be collected via taped focused interviews. The tapes will be rated by two independent raters and appropriate statistical comparisons will be made. Southern Arkansas University will do the evaluation.

Third Party: In order to determine the extent of the CELIT members actual involvement with the project, a third party evaluator will visit each of the team sites and interview members of each team. During this same period, the evaluator will review, in terms of the goals of the project, each team plan. During the implementation phase of the project, the evaluator will monitor the level of collaborative effort being effected by the implementation of the plans. After the in-house evaluation is complete the third party evaluator will review and assess the in-house evaluation process.

COMMUNICATIONS

The major dissemination medium will be a CELIT Newsletter. The newsletter will be published bi-monthly throughout the duration of the project. Feature articles in each issue will focus on career education and the national scene, current State of affairs of career education in Arkansas, reports from the project director and coordinators, an expose on each CELIT, and an Issues and Answers column. Distribution will be free to all state career education coordinators, all project directors of exemplary career education projects funded under section 406(f)(1) of Public Law 93-380, as well as extensive in-state distribution.

A statewide career education conference jointly sponsored by CELIT, the Arkansas State Department of Education, Arkansas Personnel and Guidance Association, National Alliance of Businessmen, PTA, State AFL-CIO, Chambers of Commerce, and other involved groups and agencies, is planned for late spring 1978.

A final evaluation report of the project will be distributed free to the newsletter recipients and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------- Teachers, Counselors, Administrators, Parents, Business/Labor/Industry/Professions and Government persons

Type of Area Served ------------------- Rural, Small Town, and Urban

Number of Persons Served --------------

Teachers	40
Counselors	20
Administrators	20
Business	10
Industry	10
Labor	10

COMMUNICATION OF CAREER EDUCATION PHILOSOPHY, METHODS, ACTIVITIES AND EVALUATION RESULTS TO EDUCATION DECISIONMAKERS

National School Boards Association
Washington, D.C.

Grant Award from Career
Education Program for:
10/1/77 - 9/30/78
$150,000
Grant Award No. G007702981

PROJECT DIRECTOR:
Stephen H. Kreimer
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007
(202) 337-7666

PARTICIPATING INSTITUTION(S): National School Boards Association

MAJOR OBJECTIVES

To raise the consciousness and level of understanding of local boards of education about career education.

PROJECT ACTIVITIES

The basic premise of this proposal is that systematic change such as that called for with career education can only occur under the direction of those who, by law and in fact, make policy for educational organizations: School boards.

The National School Boards Association will create several mediated training experiences for school board members which will be used by State associations to reach thousands of school board members and others, during the project year and likely, for years thereafter. Last year NSBA and the American Association of School Board Administrators ran a series of six 2½-day invitational career education seminars. To them, we invited teams of school board members and administrators. In response to their request for like materials we shall be developing programs, using films, filmstrips, slide/tape and workshop modes to enable them to recreate the seminars in their States.

NSBA shall produce four films. The first three shall depict a school board of education considering the implementation of a career education program within their district. The first film: What is Career Education; the second film: Why We Need Career Education; the third film: How to Implement a Career Education

Program; the fourth film will be Dr. Kenneth Hoyt, Director, U.S.O.E., Office of Career Education addressing the career education concept.

NSBA shall also produce a sound filmstrip on the do's and don'ts of implementing a Career Education program. We shall also be securing eight extant copies of different school district's slide/tape presentations of their own career education projects so that audiences may see what career education projects look like. We shall be designing a policy workshop so that school districts may review all of their policies, to ensure that they reflect the career education concept and if not make the necessary revisions. Lastly, all of these materials shall be supported by both a trainer's manual and a participant's manual designed by project staff.

EVALUATION

The emphasis in the evaluation plan is upon formative evaluation for the development of the materials and upon monitoring the actual use of materials. In addition, an in-depth case study will explore whether the materials have their desired impact on school board members. The reason for emphasis upon formative evaluation is this: If NSBA does not produce the best materials of which it is capable, no amount of summative evaluation will help. Accordingly, evaluation is structured to gather the best information available at each step which will inform forthcoming steps.

COMMUNICATION

All of the materials will be available after April 2, 1977 and may be obtained through any State school boards associations.

DEMOGRAPHIC INFORMATION

The prime audience for this project is local boards of education. We expect, however, to actively involve all community groups in its eventual use.

CAREER EDUCATION STAFF DEVELOPMENT FOR TEACHER EDUCATORS

University of Georgia
College of Education
Athens, Georgia

Grant Award from Career
Education Program for:
9/1/77 - 8/31/78
$99,997
Grant Award No. G0077C00066

PROJECT DIRECTORS: Dr. J.A. Williams, Director
Dr. F.D. Holt, Co-Director
College of Education
University of Georgia
Athens, Georgia 30602
(404) 542-1151/542-3003

PARTICIPATING INSTITUTION(S): Institutions of higher education in Alabama, Florida, North Carolina, South Carolina, Tennessee and Georgia

MAJOR OBJECTIVES

The major purpose of this project is that faculty members from participating teacher education institutions will demonstrate their ability to formulate plans and strategies to infuse career education concepts into their pre-service teacher education programs. Furthermore, each faculty member will (1) formulate a definition of career education, (2) evidence an understanding of the need for and differences in the bases for career education, (3) evidence some knowledge of the world of work, (4) evidence knowledge of the changing status of various segments of the population and the concomitant effects upon lifestyles, (5) demonstrate through practice or syllabi the ability to infuse career education concepts into content courses, and (6) utilize one or more of the Georgia Model competencies and strategies in the infusion process.

PROJECT ACTIVITIES

An Advisory Committee will be formed to review proposed program activities to assure relevance of career education activities and the world of work. This committee will consist of representatives from industry, business, and education.

Dates will be established for three conferences of teacher educators and invitations extended to institutions in Alabama, Florida, Georgia, North Carolina, South Carolina, and Tennessee. Each college or university will be invited to send a team of three faculty members to one of the three conferences. The project will provide reimbursement for the expenses of two of the trainees.

There will be three conferences, each of 3 days duration. It is expected that about 50 participants will attend each conference. Each participant will be asked to (1) complete a pre-assessment instrument to determine his/her knowledge and attitudes toward career education; and (2) read Career Education: Selected Readings for Teacher Educator, which is a University of Georgia publication.

Criteria for selection will include the following: Faculty selected must be teaching classes which enroll prospective teachers in the spring of 1978; the faculty members must be willing to arrange for a project consultant to visit their respective campuses to provide follow-up assistance and to meet with other faculty members.

EVALUATION

Major Goal: A pre-post and delayed follow-up evaluation of attitudes and knowledge of attitudes and concepts, and knowledge of strategies useful in accomplishing career education learner objectives will be done during the 1977-78 year.

Objectives 1-9: To evaluate attainment of these objectives a number of instruments and procedures will be utilized. A self-evaluation form, an interview sheet, and individual conferences are the primary methods which will be used.

In order to assure appropriate techniques and approaches the services of a third party will be utilized. Observance of operational behaviors will also be performed by the evaluators.

COMMUNICATION

Materials developed during the previous project will be utilized and are presently available for a nominal charge. Planned video and slide shows focussing on specific segments of career education are tentatively scheduled for availability in the spring of 1978.

The conferences are scheduled for December, January, and February. During the spring, 1978, members of the project staff and University of Georgia team members will visit the participating institutions to follow-up on the conferences and provide consultative services.

During 1977-78, a project newsletter will be utilized to maintain communication with the personnel in the various institutions. Members of the project staff will be available to make presentations at professional meetings describing the University of Georgia Career Education Staff Development and Teacher Educators Model.

A final evaluation report of the project will be available in August, 1978 for a nominal charge.

DEMOGRAPHIC INFORMATION

Levels/Groups Served -------------------- Teacher educators

Type of Area Served --------------------- Colleges and universities in six southern States

Number of Persons Served -----------------Approximately 150 directly, potentially about 4,000 teachers annually could be affected.

Minority Groups Served ------------------ All teacher training institutions in the six state area were invited to participate.

Income Distribution --------------------- N/A

Special Populations --------------------- N/A

UNIVERSITY BASED CAREER EDUCATION

College of Education
University of Maine
Orono, Maine

Grant Award from Career Education Program for:
10/1/77 - 9/30/78
$79,593
Grant Award No. G0077C0090

PROJECT DIRECTOR:

Dr. Charles W. Ryan
Professor of Education
College of Education
University of Maine
Orono, Maine 04473
(207) 581-2531

PARTICIPATING INSTITUTION(S):

University of Maine at Orono
College of Education
College of Life Sciences and Agriculture
College of Engineering and Science

MAJOR OBJECTIVES

1. Faculty at the University of Maine at Orono will develop an understanding of the philosophy, concepts and practices of career education in post-secondary settings that assist them in revising instructional practice.
2. Selective faculty will develop career educational instructional units and field test these units in University classrooms.
3. Participating faculty will produce a package of career education materials that could be utilized for training post-secondary faculty in planned seminars.
4. The University will involve representatives from the world of business, labor, industry as a consultant at each career education seminar and to serve as a reviewer of at least one instructional unit.

PROJECT ACTIVITIES

An eight session seminar series for 20 university faculty has been planned from November through April. Participants will have the opportunity to hear and interact with consultants from different areas of the country and will be required to write and implement a career education component in one of their spring semester courses. An additional 20 faculty will be implementing a career education component into their courses without the benefit of the seminar series.

This latter group will receive a one-day seminar at the conclusion of the spring semester.

Eight faculty members have recently been selected as members of a career education writing team. Their task will be to serve as curriculum writers and to produce 26 career education instructional units that may be utilized in a wide variety of college level courses. It is planned that these units will be put together in an edited volume and will be available for distribution during the summer of 1978.

The project staff will be preparing a set of in-service training materials for use in post-secondary institutions. These packages will be made up of materials produced by the project during the last three years. These materials will be made available through ERIC and other informational centers.

The business and industry advisory group has recently been selected. They present a wide variety of occupations that generally reflect the areas of expertise of the seminar participants. This group will be participating in the seminar series as a panel and as individual business persons representing the local community. They will also be assisting the writing team in the formulation of the career education instructional units.

EVALUATION

Each objective will be evaluated by the following procedures:

Objective 1: Participants of the seminar series and those faculty who are implementing career education concepts into their courses with the benefit of the seminar series, will be administered a Career Education Knowledge Test and a Faculty Attitude Survey via a pre-post test design. Each participant will complete a seminar evaluation form and participate in a final structured interview for more detailed reaction and analysis.

Objective 2: All career education units will be reviewed for compliance with acceptable standards for preparing instructional materials. The publication, "A Systematic Approach to Evaluating Career Education Materials at the Local Level" will be used as a guide.

Objective 3: In-service training materials will be subject to quality control standards to infuse delivery of a product that is appropriate for the training of post-secondary faculty and staff. A panel of academic faculty will be selected to review materials prior to final packaging.

Objective 4: All business and industry representatives will be asked to complete a structured interview with respect to their evaluation of the seminar series, extent of participation, their perceptions of further collaborative roles and indices of further commitment.

COMMUNICATION

It is anticipated that the following dissemination activities will be provided other project directors and the Office of Education. Additional copies will be made available to other persons/groups per their request.

A mini report of the 1976-1977 project will be prepared and mailed to all project directors in January 1978.

A regional career education conference for dissemination of project results may be held in May 1978 depending on budgetary considerations.

A publication containing the career education instructional units will be available during the summer of 1978.

A set of in-service materials for post-secondary educators will be available through ERIC in the fall of 1978.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	University Professors; Business/Industry Persons	
Type of Area Served	University Campus	
Number of Persons Served	University Professors	49
	Business/Industry	7

CULTURE INSTITUTIONS AND CAREER EDUCATION

Cultural Education Collaborative
Boston, Massachusetts

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$82,860
Assistance Contract Award No.
G007?C0087

PROJECT DIRECTOR:

Stephen Marcus
Deputy Director
Cultural Education Collaborative
229 Berkeley Street
Boston, Massachusetts 02116
(617) 267-6254

PARTICIPATING INSTITUTION(S):

Boston:

- Boston Ballet
- Boston Zoological Society
- Children's Museum
- City Stage Theatre
- Community Music Center
- Museum of Comparative Zoology
- Museum of Fine Arts
- Museum of Afro-American History
- Museum of Transportation
- Neighborhood Arts Center
- New England Aquarium
- Next Move Theatre
- Theatre Company of Boston

Springfield:

- George Walter V-Smith Art Museum
- Springfield Museum of Fine Arts
- Springfield Science Museum
- Springfield Symphony
- Stage West Theatre

MAJOR OBJECTIVE

The program builds on the concept that community resources should be used in career education programs.

PROJECT ACTIVITIES

To demonstrate effective models for training education directors of cultural institutions so that these institutions, using their unique resources, may develop and conduct career education programs for schools.

Designed for the education directors of seventeen cultural institutions in Springfield and Boston, Massachusetts, the training program is divided into three separate segments. The first segment is aimed at providing a broad background of the goals and characteristics of career education. The second segment is focused on the development, in conjunction with school personnel, of the preliminary career education program. The final segment is designed so that each participating cultural institution will develop a long range plan for its involvement in career education.

EVALUATION

The evaluation is basically designed to assess the training model itself, and to assess the results of the training program (the materials and programs developed by the trainers, and their abilities to use the training techniques to implement them).

The evaluator will apply a combination of questionnaires, interviews, and observation to each of the training sessions. The specific career education programs developed by each cultural institution will be assessed against criteria designed by the participants. In addition, the evaluator will observe the field tests conducted for the career education programs. Periodic formative reports will be submitted to the Project Director and Seminar Trainer in order to improve the training and the process of program development, as it is required, during the implementation of the project. A final summative report will be completed at the project's conclusion.

COMMUNICATION

In the early stages of this project, articles describing the nature and scope of the training program will be written and submitted to a number of educational and cultural journals. Articles will also be written for local city newspapers.

In the latter stages of the project, presentations will be scheduled for State conferences of professional organizations (i.e., School Superintendents, School Communities, teachers of English, etc.). Joint meetings will be held with the business and labor communities in Boston and Springfield to discuss the implications of this training model in their sector.

A final report describing the training model and the program developed will be circulated to regional career education coordinators throughout the State, and nationally through the Career Education Information Center.

In addition, information about new programs in career education generated as a result of this training project will be included in the Computer Information System, being planned by the Cultural Education Collaborative. This system will allow teachers and students to get up to date information about exhibits, classroom kits, curricular materials, course offerings, special projects, and other activities available through Massachusetts cultural institutions.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	17 cultural institutions, 2 school systems
Type of Area Served	Large urban
Number of Persons Served	50 staff from cultural institutions 30 administrators 30 teachers
Income Distribution	Median income of families in the service area is approximately $10,000
Minority Groups Served	Black 20% Hispanic 10%

MEDIA PACKAGES FOR TEACHER TRAINERS

Policy Studies in Education
New York, New York

Grant Award from Career
Education Program for:
10/1/77 - 9/30/78
$101,966
Grant Award No. G007703162

PROJECT DIRECTOR: Dr. Henry M. Brickell
Director
Policy Studies in Education
475 Park Avenue South
New York, New York 10016
(212) 684-6940

PARTICIPATING INSTITUTION(S): Counselor Films, Incorporated
Local school districts, as selected for filming

MAJOR OBJECTIVES

1. After viewing a film on career education infusion at the secondary school level appropriate to their subject area (English, mathematics, science, or social studies), discussing exemplary career education infused lessons, 75% of secondary school teachers will be able to list both a greater number of and more creative career education infused activities in their subject area.
2. After viewing a film on career education infusion at the secondary school level appropriate to their subject area (English, mathematics, science, or social studies), discussing exemplary career education infused lessons accompanying each film, and developing their own career education infused lessons, 75% of secondary school teachers will show more positive attitudes toward infusing career education into their instruction.

PROJECT ACTIVITIES

In order to provide secondary school teachers across the country with much needed career education training which will help them understand that career education has an important place in the discipline-oriented academic curriculum and that it, in fact, can even improve students' acquisition of academic skills by showing them the importance and relevance of what they are learning, Policy Studies in Education (PSE) and Counselor Films, Incorporated (CFI) will develop media and print materials for secondary school teacher trainers to use in career education training workshops.

Four 10-minute 16mm films (and matching filmstrips and sound tracks) will be designed to be used as the introduction to career education training workshops for secondary school teachers (grades 7-12) in the following academic areas: English, mathematics, science, and social studies. PSE will also prepare exemplary career education infused lessons in each subject area to accompany these films. The lessons will be suitable both for teachers to use as a model in creating their own lessons during or following the workshop and for teachers to adopt for use in the classroom as written. The curriculum development process and lesson format will also be discussed in the films.

With these integrated media and print materials, then, a teacher trainer even with a limited background in either career education or a particular subject area will be able to lead a one-day career education curriculum development workshop for secondary school teachers. As a result of such a workshop, each teacher should gain a better understanding of career education as it relates to his/her subject area and thus should feel more positively about infusing career education into his/her curriculum and should be able to develop more interesting and a greater variety of career education infused lessons to match that curriculum.

PSE will provide for interaction between the worlds of work and education during the project and in the final products by: (1) Appointing representatives of the business-labor-industry-professional-government community to the advisory panels for the films (others members will include secondary school teachers in each subject area and state and local teacher trainers such as State education department representatives, local career education project directors, and secondary school department chairpersons); and (2) making sure that community resources are well utilized in each of the films and accompanying exemplary lessons.

EVALUATION

Throughout their development, the media and print materials will be formatively evaluated (under PSE's direction) by the films' advisory panels through script reviews and film previews. However, once the materials are finished, PSE will collect summative evaluation data on the two teacher learning outcomes by pre/post-testing. In August, 1978, PSE will select an experimental group of secondary school teachers from schools without career education programs; these schools will have a student and teacher population representative of various socioeconomic characteristics.

Objective 1: PSE will pre/post interview (before and after the workshop) these selected teachers about their ideas on career education infusion and ask them to list any career education infused activities they might be able to use in their daily instruction. PSE will tape record these pre/post interviews and analyze the interviews for both qualitative and quantitative change. PSE will look for greater resourcefulness in the teachers' thinking (more infusion ideas and more creative ideas mentioned) in the post interview. PSE will also review the career education infused lessons created by these teachers during the training workshop. Lessons will be judged on clarity, creativity, organization, utilization of community resources, and understanding of career education basic concepts and philosophy.

Objective 2: PSE will pre/post-test the teachers using an attitudinal instrument which will measure these teachers' attitudes toward career education infusion in their subject area. Many of the attitudinal items (to which teachers will be asked to respond on an agree-disagree scale) will be drawn from PSE's pool of attitudinal items developed for a variety of career education projects. PSE will look for affective change by means of a non-statistical frequency count analysis to determine in what ways these teachers' attitudes changed most.

COMMUNICATION

At the close of the project, media packages for secondary school teacher trainers will be available in four subject areas (English, mathematics, science, and social studies). Each subject area's package will include: (1) a 10-minute 16mm film; (2) a matching filmstrip and sound track; (3) exemplary career education infused lessons; and (4) a brochure which explains the film's purpose, objectives, and content and which can be used to interest prospective adopters of the training materials.

CFI will advertise these media packages through letters, phone calls, and visits to media center directors, career education practitioners, and appropriate secondary school personnel nationwide; free preview materials will also be offered to those interested. In addition, CFI will also exhibit the media packages at appropriate professional conventions.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------- Secondary school teachers and teacher trainers

Type of Area Served -------------------- Nationwide

Number of Persons Served --------------- 3,000

PROJECT INTERACT

Stephen F. Austin State University
Nacogdoches, Texas

Assistance Contract Award from
Career Education Program for:
9/1/77 - 8/30/78
$124,000
Assistance Contract No.
G0077C0065

PROJECT DIRECTOR: Dr. Leslie M. Thompson
Box 6137, SFA Station
Nacogdoches, Texas 75962
(713) 569-4901

PARTICIPATING INSTITUTION(S): Stephen F. Austin State University; Carthage Independent School District; Diboll Independent School District; Henderson Independent School District; Longview Independent, School District; Lufkin Independent School District; Marshall Independent School District; Nacogdoches Independent School District; Pine Tree Independent School District; San Augustine Independent School District; Region VII Education Service Center; Texas Education Agency; Chamber of Commerce, East Texas Area

MAJOR OBJECTIVES

1. SFASU will promote the theory that career education can be infused into the Liberal Arts Program at SFASU and other universities and that career education naturally should fall under a subject-matter based Liberal Arts led program.
2. SFASU will demonstrate how subject-matter teachers can best be trained to implement and infuse career education in grades K-18.
3. SFASU will help teachers overcome the difficulty they frequently have in identifying career education concepts inherent in subject-matter areas and writing career education infusion plans.
4. SFASU will demonstrate how subject-matter inservice teachers at both the university and public school levels can--through the use of their own resources as well as those of the community-be the most effective persons for the training and retraining of others to implement career education.

PROJECT ACTIVITIES

1. Training and retraining of teachers in East Texas area to infuse career education into basic disciplines.
2. Presenting speeches, programs, workshops before business/labor service groups.
3. Training of pre-service and inservice teachers.
4. Providing graduate infusion courses and workshops.
5. Infusing career education into undergraduate and graduate courses in English, history, math and physics at SFASU.
6. Sponsoring twenty-one (21) Pilot Infusion teams in the East Texas Area.
7. Helping TEA in Region VII and vice versa sell and implement career education in Region VII.
8. Serving as primary resource center along with Region VII Education Service Center.
9. Serving in advisory capacity on TEA Committee, State Plan for Career Education.
10. Presenting a State PTA, Career Education Program, November 16 and 17, 1977, Dallas, Texas.
11. Publishing newsletters - March and August, 1978
12. Hosting interregional conference.
13. Hosting a State-wide dissemination conference May or June, 1978.
14. Writing an implementation manual, August, 1978

EVALUATION

Objectives 1-4: Pre- and post-tests, K-16 as developed by individual teachers; on-site evaluation by independent evaluators; teacher evaluations; student evaluations; community evaluations (outside input); staff evaluations; TEA evaluation -- on-site by State officials; statistical evaluation of data where applicable; CEMS Series General Survey, K-12 (not applicable to Objective 1).

COMMUNICATION

A. - Outline of Module Preparation for Career Education
- Film Bibliography
- Teacher Handbook, K-12
- Newsletters
- Team Infusion Modules
- Evaluation of Team Implementation
- Drafts of developed courses, undergraduate and graduate levels, SFASU
- Implementation of Manual

B. - Interregional Conference
- Area retreats for Business/Industry/Education
- Workshops for Teachers
- Sponsoring Career Education/Vocational Education Course Spring 1978
- Developed courses in the four primary disciplines to be taught Spring and Summer 1978
- Service Club Meetings
- State-wide Dissemination Conference on Career Education with both State and national input*
- In-service days/teacher training and retraining

C. - Outline of Module Preparation for Career Education, September 5, 1977
- Film Bibliography, October 5, 1977
- Teacher Handbook, November 1, 1977
- Progress Report, February, 1978
- Newsletters, March/August, 1978
- Teacher Infusion Modules, April 1, 1978
- Evaluation of Infusion Teams, July, 1978
- Implementation Manual, K-18, August, 1978
- Final Progress Report, August 30, 1978

*If funds are available

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-16 students, teachers, counselors, administrators, parents, business/ industry persons, labor persons	
Type of Area Served	Rural/small town/suburban/urban	
Number of Persons Served	K-6	2,984
	7-9	2,002
	10-12	1,445
	13-18	300
	Teachers	137
	Counselors	3
	Administrators	20
	Librarians	2
	Parents	2,000
	Business/industry persons	500
	Labor persons	500
Minority Groups Served	American Indian	.5%
	Black	28%
	Mexican American	6%
	Oriental	.1%
	Spanish Surname	22%
Income Distribution	Under $5000	31%
	$5,000 - $9,999	44.1%
	$10,000 - $14,999	16.9%
	$15,000 - $19,999	7%
	$20,000 or more	1%
Special Populations	Handicapped	3%

IMPLEMENTING CAREER EDUCATION SYSTEMATICALLY
(ICES)

Region 10 Education Service Center
Richardson, Texas

Grant Award from U.S. Office of Education for:
9/1/77 - 8/31/78
$80,000
Grant Award No. G007700084

PROJECT DIRECTOR:
Mr. John Shirley
Program Coordinator
Region 10 Education Service Center
P.O. Box 1300
Richardson, Texas 75080
(214) 231-6301

PARTICIPATING INSTITUTION(S):
Region 10 Education Service Center, Richardson, Texas
Sherman Independent School District, Sherman, Texas

Region 11 Education Service Center, Fort Worth, Texas
Joshua Independent School District, Joshua, Texas

Educational Service District #121, Seattle, Washington
White River School District, Buckley, Washington

MAJOR OBJECTIVES

1. To determine whether the techniques and procedures contained in the existing Region 10 ICES model are appropriate for and usable in varied school settings and to accomplish changes or modifications that may be required to improve the model's effectiveness and transportability.
2. To demonstrate the efficacy of training techniques and procedures previously developed at the Region 10 Education Service Center by training career education consultants in selected regional education agencies and monitoring their performance as they assist local school districts with the implementation of the ICES model.

PROJECT ACTIVITIES

Each of the participating regional education agencies will identify one or more individual(s) to function as management "teams." Members of these teams will be trained/oriented by the Region 10 project staff to assist local school district personnel in the procedures described in the ICES model. Management teams will be identified at each of the local school districts selected to participate. These teams will consist of, as a minimum, a district project coordinator and a campus coordinator for each school to be involved. School district teams will be trained in the ICES methodology by regional education agency personnel who have been trained in the various components of the model. Assistance will be provided by the Region 10 project staff as required.

Management teams at both the regional level and at the local school district will develop administrative management plans to guide their ICES project activities. A comprehensive career education needs assessment will be conducted in each local district and a scope and sequence distribution of career education student outcomes developed. A community resource system will be developed and operationalized for each local school district. Staff development workshops will be conducted to develop in teachers the necessary expertise for infusing the learner outcomes (career education concepts) into existing curriculum areas. These activities will result in: 1) Educational agency staffs knowledgeable of the requirements of the ICES model; (2) three school systems where all implementation actions necessary for classroom instruction to commence have been completed; and 3) an updated version of the ICES model with improved and more transportable procedures.

EVALUATION

Objective 1: Information will be collected from each adopter site relative to the content and quality of the management plan, training accomplished, compliance with published schedules and completion of essential activities. This information will be reviewed and comparisons made between the activities and outcomes described by the ICES model and the actual activities and outcomes realized at each adopter site. In addition, the opinions and recommendations of adopter site team members and other educators regarding the components of the ICES model will be collected and the usability and effectiveness of the model in each adopter site situation will be evaluated. All of the information available will be considered and the existing ICES Guidebook modified as may be indicated to enhance and broaden its applicability to various school settings.

Objective 2: The training administered to adopter site personnel will be documented and its effectiveness gauged by administration of the Component Training Effectiveness Inventory following each educator's participation in training/orientation sessions. Further, evaluation of the implementation training will be accomplished through monitoring and rating the activities conducted by adopter site educators who have been trained in such areas as staff development and needs assessment. Existing checklists and survey forms will be utilized to collect the required information. All of the products produced by the adopter site personnel during the implementation process will be evaluated using objective criteria developed specifically for this purpose and approved by the project's external evaluation committee. Such products will include:

- A Management Plan
- Instructional Objectives for Participating LEAs (learner outcomes)
- A Scope and Sequence Distribution of the Instructional Objectives (matrix)
- Needs Assessment Information (student, educator, business)
- Catalog of Community Resources

COMMUNICATION

The revised ICES guidebook and training materials will be available for distribution in September of 1978. These materials will be provided to all of the schools and education agencies participating in the project, Texas Education Agency and U.S. Office of Education. All of the school districts in the Region 10 ESC geographical area will be apprised of the availability and uses of the materials and assisted with the implementation of career education within the capability of available staff and resources. In addition, all interested organizations and individuals will be provided information and/or materials, upon request, on a first-come/first-serve basis.

An interim and a final report of project activities, including evaluation findings will be provided to the U.S. Office of Education, the Texas Education Agency, Education Service Centers throughout the State, and to all schools and education agencies participating in the project without charge. All other interested persons may obtain copies of the report for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels Groups Served ------- K-12 students; teachers; counselors; administrators
Type of Areas Served ------- Small Town, Urban

		Sherman ISD	Joshua ISD	White River ISD
Number of Persons Served ---	Students: K-6	2961	1021	918
	7-9	1556	514	435
	10-12	1423	427	434
	Teachers	305	103	80
	Counselors	16	2	2
	Administrators	28	9	8
Ethnic Groups Served -------	Black	15%	15%	.40%
	Mexican American	1%	2%	.60%
	Asian	-	-	.80%
	Indian	-	-	2.80%
	White	84%	83%	95.40%
Income Distribution --------	Under 5,000	10%	4%	13.0%
	5,000 - 9,999	20%	8%	36.8%
	10,000 -14,999	30%	45%	35.2%
	15,000 -19,999	25%	35%	9.0%
	Above 20,000	15%	8%	6.0%
Special Populations --------	Handicapped	8%	15%	3.8%
	Gifted & Talented	6%	2%	1.0%

CAREER EDUCATION CAPACITY BUILDING IN SMALL SCHOOL DISTRICTS

AASA, Arlington, Virginia

Assistance Contract Award from
Career Education Program for:
9/1/77 - 8/31/78
$95,086
Assistance Contract No.
G0077C0085

PROJECT DIRECTOR:
Dr. Walter G. Turner
Associate Director
AASA
1801 N. Moore Street
Arlington, Virginia
(703) 528-0700

PARTICIPATING INSTITUTION(S):
Small School Districts: (regional by invitation)
School Board Members
Administrators
Education Service Agency
State Education Agencies

MAJOR OBJECTIVES

1. Participant teams will increase their knowledge and skills in planning and implementing career education in their respective districts within the parameters established by their role position(s).
2. Participant teams will identify (self perceived) the required information, material, technical assistance and people resources to plan and implement career education in their respective small school districts.
3. Participant teams will identify factors which enhance and/or inhibit the effective planning and implementation of career education in their respective small school districts.

PROJECT ACTIVITIES

During the fall of 1977, the AASA Career Education Project Advisory Committee will meet to advise/share information with the project staff.

We, in AASA in cooperation with other agencies/associations, will plan, conduct and evaluate five 3 day regional meetings from January to June. Coverage will be given to the Continental United States. Meeting sites will be located in States best suited to maximizing participation of small school district staffs. Educational service agencies and state education agencies will be invited to participate, as team members, to provide information and technical assistance on planning and implementing career education in small school districts.

Business/Industry/Labor will participate at the advisory level and in the programs themselves, building cooperative relationships where possible. All participants will be working to build teams and information/assistance networks for career education efforts at the local level.

A booklet on the "Do's and Don'ts" of planning and implementing career education in the small school district/community will be prepared using information from the conferences and follow-up evaluation in the local districts/community.

EVALUATION

Objective 1: Administrators and school board members will be invited to participate in one of five regional meetings. Activities will be conducted and both formative and summative evaluation instruments will be completed to assess the impact of the regional meetings. Six to eight weeks after the meetings, a follow-up survey will be done to assess the impact of the participant team efforts to increase the quantity and quality of planning and implementing career education in their small school districts. Policy Studies in Education (PSE) will be the sub-contractor for designing the instruments and completing the final evaluation reports.

Objective 2: Representatives from Business/Industry/Labor, regional agencies and State agencies will be invited to attend one of the five regional meetings. Teams will be formed with administrators and school board members. Meeting activities will be conducted utilizing team resources, and the process outlined in Objective 1 will be repeated. Changes suggested in the formative evaluations will be made as required.

Objective 3: Participant teams will identify factors which enhance and/or inhibit planning and implementing career education in their districts both at the regional meetings (pre-test data) and in their districts (post-test data). The information at the meeting and in the district will be collected and analyzed through the instruments designed by PSE and reported in a booklet which will summarize the "Do's and Don'ts" of planning and implementing career education in small school districts. The instruments designed for the meetings will measure knowledge and skill of participants in planning and implementing career education. The follow-up will measure the impact in their school districts which resulted from their experience at the regional meetings.

COMMUNICATION

The regional meeting format is designed so, with minor modifications, the process model along with selected materials could be replicated by participant teams in their districts or relevant contiguous regions. We envision participant teams forming their own communication networks, formal and informal, for information and technical assistance at the local, regional and State level. The "Do's and Don'ts" booklet in typed form will be available along with the final evaluation in August, 1978 to anyone, upon request, for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ---------------------- Administrators, School Board Members, Regional Agencies

Type of Area Served ----------------------- Rural/Small Town/Suburban

Number of Persons Served ------------------	Administrators	200
	School Board	150
	Regional Agency Staff	150
	State Staff	45
	Business/Industry	75
	Labor	25

CAREER EDUCATION TRAINING AND RETRAINING MODEL PROJECT

Roanoke City Public Schools
Roanoke, Virginia

Grant Award from Career
Education Program for:
10/1/77 - 9/30/78
$94,074
Grant Award No. G0077C0124

PROJECT DIRECTOR:
Joseph T. Coleman, Jr.
Supervisor of Career Education
Roanoke City Public Schools
P.O. Box 13145
Roanoke, Virginia 24031
(703) 981-2466

PARTICIPATING INSTITUTION(S): Fairview Elementary School, Fallon Park Elementary School, Garden City Elementary School, Monterey Elementary School, Round Hill Elementary School, Virginia Heights Elementary School, Jackson Junior High School, Madison Junior High School, Patrick Henry High School

MAJOR OBJECTIVES

A. Teacher-Oriented Performance Objectives

Objective 1: At the conclusion of each In-service Training Session, the teachers participating in the project will demonstrate cognitive skills in career counseling with eighty percent accuracy as measured by a locally developed in-service Training Cognitive Assessment Instrument.

Objective 2: At the conclusion of each In-service Training Session, the teachers participating in the project will respond positively (eighty percent average positive response) to the training session in career counseling as measured by a locally developed In-Service Training Rating Scale.

Objective 3: At the conclusion of all the in-service training sessions, the participating teachers will demonstrate a comprehension of career education (basic orientation, definitions, concepts, etc.) by scoring an average of ten percent gain (between the pre and post scale) on a locally developed instrument measuring effective changes.

Objective 4: At the conclusion of all the in-service training sessions, the participating teachers will respond positively to the concept of career education by scoring an average of ten percent gain (between the pre- and post-scale) on a locally developed instrument measuring affective changes.

B. Student-Orientation Performance Objectives

Objective 1: By the end of the 1977-78 project year, students (K-3 grade) participating in the project will demonstrate a statistically significant (=.05) increase in self-awareness as measured by the Self Observation Scale (Self-awareness Sub-area).

Objective 2: By the end of the 1977-78 project year, students (4-6 grade) participating in the project will demonstrate a statistically significant (= .05) increase in self-awareness as measured by the Self Observation Scale, Intermediate Level (Scales 1,2,3,4 and 7 combined).

Objective 3: By the end of the 1977-78 project year, students (7-12 grade) participating in the project will demonstrate a statistically significant (=.05) increase in self-awareness as measured by the Self Observation Scale, Junior High-Senior High level, (Self-awareness Sub-area).

Objective 4: By the end of the 1977-78 project year students (9-12 grade) participating in the project will demonstrate a statistically significant (=.05) increase in awareness of work values and the desire to engage in paid and/or unpaid work as measured by the Career Maturity Inventory, (Attitude Scale).

Objective 5: By the end of the 1977-78 project year, students (K-3 grade) participating in the project will demonstrate a statistically significant (=.05) increase in awareness of and knowledge about work as measured by the Career Education Questionnaire (grades K-3).

Objective 6: By the end of the 1977-78 project year students (grades 4-6) participating in the project will demonstrate a statistically significant (=.05) increase in awareness of and knowledge about work as measured by the Career Education Questionnaire (grades 4-6).

Objective 7: By the end of the 1977-78 project year students (grades 7-12) participating in the project will demonstrate a statistically significant (=.05) increase in awareness of and knowledge about work as measured by the Career Maturity Inventory Subtests I and II.

Objective 8: By the end of the 1977-78 project year students (grades 9-12) participating in the project will demonstrate a statistically significant (=.05) increase in competencies in career decision making skills as measured by the Career Development Inventory Parts III and V of the Career Maturity Inventory.

Objective 9: By the end of the 1977-78 project year students (grades 9-12) participating in the project will demonstrate a statistically significant (=.05) increase in good work habits as measured by a locally developed Career Education Instrument.

Objective 10: By the end of the 1977-78 project year students (grades 9-12) participating in the project will demonstrate a statistically significant (=.05) increase in work-seeking and work-getting skills as measured by the Career Maturity Inventory Sub-test IV.

PROJECT ACTIVITIES

Administrators, counselors and teachers in grades K-12 from the target schools will be involved with in-service training and retraining graduate classes. These in-service programs are designed to develop teacher-administrator-counselor competencies in the area of career education.

Each of the target schools will continue and update the development of their career resource centers. These centers are designed to provide counseling and career information services for students in these schools.

Patrick Henry High School will be equipped with a computerized guidance system. This system will enable counselors to offer greater services to students.

In addition, a career education team, composed of elementary and secondary teachers, counselors and administrators, will be formed. This team will develop units of curriculum and a non-target school guide and will have primary responsibility for supervising an extensive testing program for all students enrolled in career education.

EVALUATION

All process and performance objectives will be evaluated by Dr. Dennis Hinkle of Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

COMMUNICATION

Descriptive project literature: A printed brochure describing career education at each target school will be developed and disseminated by the end of the 1978 school year. The project will also develop an extensive dissemination effort composed of slide presentations, brochures, and newsletters.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 students, faculty	
Type of Area Served	Small Urban	
Number of Persons Served	K-6	1841
	7-9	1262
	10-12	1597
Minority Groups Served	Black	26%
	Native American	.006%
	Asian	.0002%
	White	73.8%
	Hispanic	.0004%
Special Populations	Low Income	801
	Handicapped	208
	Male	2336
	Female	2358

CAREER EDUCATION TEACHER TRAINING CORPS

Educational Service District 121 *Seattle, Washington*	*Grant Award from Career Education Program for:* *1977-78* *$99,572* *Grant Award No. G0077C0092*

PROJECT DIRECTOR: Ms. Kaye Kiefert
Educational Service District 121
1410 S. 200th Street
Seattle, Washington 98148
(206) 242-9400

PARTICIPATING INSTITUTION(S):
Educational Service District 121
Seattle School District
Northshore School District
Tacoma School District
Clover Park School District
White River School District

MAJOR OBJECTIVES

1. After receiving training from the ESD trainers using the six TTC Modules, individual members of the corps will demonstrate increased knowledge and skill in:

    a. career education concepts, history, and techniques;
    b. finding, selecting, adapting, and utilizing career education resources;
    c. career education curriculum content and infusion techniques;
    d. community resource concepts and models; and
    e. career guidance activities and techniques.

2. The TTC will demonstrate the ability to:

    a. write career education training workshop formats;
    b. design training activities;
    c. select and use career education instructional techniques; and
    d. evaluate training efforts

    to be used in the training of local district staff.

3. The TTC will demonstrate ability to assist in development of a local district staff development, training, and implementation plan.

PROJECT ACTIVITIES

1. The project staff will collect, organize, and select materials to be used and, utilizing these materials and selected consultants, will prepare the training modules.

   Each local district teacher training corps consists of five to fifteen people and includes: Administrators, counselors, high school, junior high/middle school, and elementary teachers. These persons will receive five days of intensive training in the use of the teacher training modules and supplemental materials.

2. The teacher training corps members will participate in training activities and will develop training units and activities of their own, specializing in developing training activities in one or more modules.

3. The ESD specialist team will act as consultants and support persons for the training corps members as they develop and begin to implement their local district follow-up implementation staff development sessions. The ESD team will provide observation and aid in teaching, evaluation of the techniques and materials in their units, and assist in planning and monitoring the TTC activities as requested by the local districts.

EVALUATION

The modules will undergo extensive evaluation, using an internal monitoring procedure, and external jury system, and by piloting them in each of five local districts. Final revision of the modules will take place after the pilot training sessions and be completed by July 15, 1978. A pre-test/post-test instrument will be developed by the project evaluator to assess changes in knowledge, skill, and attitude which result from the workshop experience. The structure used to evaluate the quality of instruction will be one developed by Dr. Madeline Hunter, UCLA Lab School.

The evaluator will interview project staff, inspect documents and materials, and verify with several population groups that dissemination of project materials was accomplished. Project staff will establish specific dissemination objectives consonant with the grant application goals; the evaluator will judge the project in accordance with these specific objectives.

In summary, the evaluation process is diversified, but appropriate to each project goal. Principal strategies involve inspection of modules using a multi-phase approach and a form of staff/jury/participant judging; a pre/post questionnaire; observations of process; and verification of appropriate procedures.

COMMUNICATION

Dissemination will take place during the summer of 1978. A set of the seven modules will be delivered to each pilot district and to each ESD in Washington State, along with a short presentation regarding the use and implications of the project and materials. Any requesting regional service agency will receive an overview packet describing the project and the content of the modules, and covering information contained in Module 7, the implementation module. Hopefully, provisions will be made for reproducing the complete modules and making them available, at cost, upon request.

THE WISCONSIN CAREER EDUCATION CONSORTIUM FOR TRAINING AND RETRAINING

The Wisconsin Department of Public Instruction
Madison, Wisconsin

Grant Award Contract from
Career Education Program for:
10/1/77 - 9/30/78
$150,000
Grant Contract No. G00700102

PROJECT DIRECTOR: Robert S. Meyer, Supervisor of Career Education
Wisconsin Department of Public Information
126 Langdon Street, Room 402
Madison, Wisconsin 53702
(608) 266-8837

PARTICIPATING INSTITUTION(S): This consortium consists of the Wisconsin Department of Public Instruction, the University of Wisconsin-Oshkosh, the University of Wisconsin-Stout, and the 17 local school districts of Eau Claire, Kimberly, Madison, Marshall, McFarland, Middleton-Cross Plains, Oregon, Port Washington, Sacred Heart (Shawano), Saint James (Shawano), Shawano-Gresham, Sheboygan, Stevens Point, Waterloo, Watertown, Waukesha, and Weyauwega.

MAJOR OBJECTIVES

The major objective of this project is to develop, refine, and demonstrate effective career education training and retraining models for: (1) University faculty, (2) educators in training, (3) K-12 administrators, (4) K-12 staff, and (5) school, community collaboration; and to transmit these models to others in the State and nation.

Competencies expected to result from faculty training would include (but not be limited to) an understanding of career education; an awareness of the need for career education; a working knowledge of career development theory; a knowledge of strategies for integrating career education with guidance and instructional programs; an awareness of past and current career education activities in state and nation; familiarity with model career education programs; an understanding of the State Plan for Career Education and their individual roles in implementing it; a command of available resources for career education; ability to motivate colleagues to infuse career education with their preservice programs; an awareness of the many occupations related to various subject matter; and competencies and understandings needed to help their students (aspiring teachers, counselors, and administrators) acquire the competencies to be derived from preservice training.

Competencies expected to result from training of school and community personnel in collaboration would include (but not be limited to) an understanding of career education and an ability to work together in: providing short term work experience for teachers and counselors in local business and industry; providing field trips for students focusing on people in various occupations; providing field trips for teachers and counselors focusing on workers; arranging for community resource people to come into the classroom; arranging availability of community resource persons to talk about their work with individuals or small groups at work, at home, or in school; providing experiential learning sites for observing people at work in various occupations and for relating education and work; providing internships for indepth exploration of various occupations including the professions; providing paid on-the-job training for cooperative education students; forming education and industry councils involving educators and community organizations such as the Chamber of Commerce, service clubs, and manufacturers' associations; the development of a community resource guide based on a survey of community resources for career education; and providing a job placement service for students exiting before or upon graduation, in cooperation with local Job Service Offices.

PROJECT ACTIVITIES

This project will involve the teacher and counselor training programs of two universities, the practitioners from seven school districts experienced in career education, the staff of ten "adopted partner" districts relatively inexperienced in career education, and the communities of all 17 LEAs.

The project will capitalize on the expertise of career education practitioners in seven K-12 school districts which have worked together as a consortium in two previous one year USOE projects for incremental improvement. These experienced practitioners will be used as: (1) resource persons for the two universities in the training of their school of education faculties, thus enabling them to incorporate career education in their methods courses, (2) resource persons in preservice training programs for teachers, counselors, and administrators, (3) resource persons in the inservice training of administrators and staff in adopted partner school districts, (4) leaders in the renewal and retraining of their own administrators and staff, (5) leaders in workshops for developing school-community partnerships for career education in the original consortium districts, and (6) co-leaders in workshops for developing school-community partnerships for career education in partner schools and communities.

EVALUATION

Availability of a large amount of baseline data in the experienced consortium LEAs and similar data in several of the relatively inexperienced LEAs will permit the use of a time series design. Both of the Universities participating in the project also have baseline data available. At the beginning of the project year the baseline will be updated for each objective. At the end of the year the post assessments will be done. Process data will be collected on major activities in order to provide information on what is being done, what works and what participants think about the activities.

The Wisconsin Department of Public Instruction will contract with the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout to serve as third party evaluator of the project. The CVTAE staff has worked with the consortium districts for the past two years in evaluating their incremental improvement activities and has gained an intimate knowledge of their various career education programs in the process.

Three principal areas which the third party evaluation will focus on are the consortium and the processes it uses to refine and demonstrate training and retraining strategies, the quality of the resulting models for training and retraining, and dissemination activities.

COMMUNICATION

At the end of the project year, the availability of these training and retraining models will be advertised in the consortium newsletter, and in the official newsletter of the Wisconsin Department of Public Instruction, and they will be listed in the publications catalog of the Wisconsin Department of Public Instruction. They will also be displayed at various conferences and presented in sectionals of several conferences, (e.g., teachers, counselors, administrators, school boards, university educators).

An abstract of the final report will be given wide distribution, using the consortium newsletter mailing list; and complete final reports will be made available upon request.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------- Teacher and Counselor Educators; Undergraduate educators in training; K-12 administrators; K-12 staff; Community Resource Persons

Type of Area Served -------------------- The SEA, two universities, and 17 LEAs throughout Wisconsin

Number of Persons Served ----------------

Counselor and Teacher Educators	14
Educators in Training	700
K-12 Administrators	200
K-12 Staff	2600
Community Resource Persons	400

Minority Groups Served -----------------

Black	1½%
Native American	1%
Hispanic	1%
Asian	1%

Income Distribution --------------------

Under $5,000	5%
$5,000 - $9,999	20%
$10,000 - $14,999	50%
$15,000 - $19,999	20%
$20,000 or more	5%

Special Populations --------------------

Handicapped	5%
Gifted and Talented	5%

INDUSTRY - EDUCATION CAREER COMMUNICATIONS MODEL

Industry Education Councils of America
Phoenix, Arizona

Assistance Contract Award from
Office of Career Education for:
10/1/77 - 9/30/78
$110,000
Assistance Contract No.
G007C0122

PROJECT DIRECTOR: Dr. Arthur M. Lee
Director, IECA Career Education
Support Project
6502 N. 35th Avenue
Phoenix, Arizona 85017
(602) 271-5936

PARTICIPATING INSTITUTION(S): All elementary and secondary school districts in Phoenix metropolitan area and 15 communities in the mid-West and Western part of the United States.

MAJOR OBJECTIVES

1. Provide a brokerage service through which increased business/industry/labor participation will be provided to career education programs in the Phoenix metropolitan area elementary and secondary schools.
2. Communicate the career education programs and activities in the Phoenix area schools to 15 other communities throughout the U.S. selected on the basis of lacking both strong-community-wide career education programs and active community-wide industry-education councils. Five of the 15 will be given intensive services, the selection based primarily on interest and initial response.
3. Attempt to coordinate career education evaluation efforts in the Phoenix area schools, collecting additional data for analysis of impact on students, and making monthly and end of year evaluation analyses.

PROJECT ACTIVITIES

During the 1977-78 school year at least 500 businesses and industry employers in the Phoenix metropolitan area will be contacted and arrangements will be made to increase current employer participation in elementary and high school career education activities, or to begin participating, with personnel commitments for the year and identifying services to be performed. During the first month of the project, arrangements will be made for delivery of these services to the schools.

Activities will include class speakers, field trips, job observation days by individual students, vehicle days, individual student and small group career counseling, occupational seminars, evening rap sessions with parents and students, central placement service for co-op and work study students, and a career training directory of the Phoenix area.

Early in the project 15 other metropolitan communities in the U.S. will be selected and efforts made through correspondence and telephone to develop interest in organizing industry education councils and developing career education programs similar to those in the Phoenix area. Five of the above where the interest is most evident, will be visited by members of Industry Education Councils of America to assist in establishing councils and career education programs. Delegations from the same five communities will be invited to visit the Phoenix area program to observe activities and obtain additional assistance.

Existing career education evaluation programs in the Phoenix area will be examined and an area-wide data system developed, based on those programs - adding other data to permit analysis of benefits to students. To the extent possible, analysis will relate student benefits to sex, ethnic identity, grade level, handicapping conditions, family income, gifted and talented status, and geographic location.

EVALUATION

Objectives 1-3: Brokerage service objectives will be evaluated in numbers of persons involved and nature of responses by both students and employer representatives to each activity. Evaluation will also measure resources obtained through the project and increased use of activities and resources in the schools. The communications objective will be evaluated by the number of industry education councils organized in targeted communities, and extent of planning for community-wide career education programs. Both internal and third party evaluation resources will be used, with major reliance on business and industry analysis of data supplied by students, teachers, and employer representatives.

COMMUNICATION

A complete report will be available at the end of the Project including critical evaluation of status of career education in the Phoenix area, in target communities, and to some extent nationally on the basis of data and observations. The report will include observations of a variety of industry education councils assisting in career education development throughout the United States and their liaison and interrelationships. If potential benefits from closer liaison of many kinds of councils, these will be examined and reported. If Phoenix area experiences and evaluation lead to new conclusions about career education activities and new concepts for possible development, these will be examined and reported.

During the school year three issues of a newsletter about this Project's activities and results, as well as related information important to career education, will be distributed to a mailing list of 5,000. The first issue will be published in January, the second in March, and the third in May of 1978. Requests for being placed on the mailing list will be accepted throughout the year.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 Students, Parents	
Type of Area Served	Urban, Suburban, and Rural	
Number of Persons Served	K-8:	138,400
	9-12:	84,800
	Parents:	8,250
	Other Community:	150
Minority Groups Served	Hispanic:	13%
	Black:	3%
	Am. Indian:	1%
Income Distribution	Under $5000	16%
	$5000-$15,000	81%
	Over $15000	3%
Special Populations	Handicapped:	3%

IMPLEMENTING CAREER EDUCATION COMMUNICATION THROUGH COMMUNITY TEAMS

University of Southern California
Los Angeles, California

Assistance Contract Award from
Office of Career Education for:
10/1/77 - 9/31/78
$90,700
Assistance Contract No.
G0077C0109

PROJECT DIRECTOR:
Fran Burnford
Director, Human Services Center
College of Continuing Education
817 West 34th Street
University of Southern California
University Park
Los Angeles, California 90007
(213) 741-7720

PARTICIPATING INSTITUTION(S): Community teams in Los Angeles, California; Phoenix, Arizona; Las Vegas, Nevada; Albuquerque, New Mexico.

MAJOR OBJECTIVES

1. To provide knowledge and experience to the members of four community teams and assist them in addressing the major career education policy issues identified.
2. To provide knowledge and experience to the members of four community teams and assist them in learning and practicing the process of collaboration in order to communicate career education/human services concepts, methods, and practices in their respective communities.
3. To provide knowledge and experience to the members of four community teams and assist them in developing and implementing a collaborative plan of action in their respective communities.

PROJECT ACTIVITIES

Four community based teams from four representative communities in the Western United States have been selected and will participate in a process that is based on the O.C.E. mini-conference model. The four community teams will meet together to develop, collaboratively, recommendations for resolution of career education issues. The sites selected for participation include Albuquerque, New Mexico; Phoenix, Arizona; Las Vegas, Nevada; and Los Angeles, California.

Ten community members from each of the four sites will meet in Los Angeles in January, 1978, to participate in a collaborative process to address issues and concerns related to their communities, the philosophy and practice of career education, and the concepts of human services.

In February, 1978, each community team will conduct a mini-conference in its home city with the assistance of the project staff and consultants. The teams will meet to develop a Career Education Communication Plan for their respective cities which will be based on the information and recommendations resulting from the first mini-conference in Los Angeles.

A third mini-conference is scheduled for June, 1978, again in each team's home city, and will provide an opportunity for the community teams to evaluate the initial phase of the implementation for the purpose of revising and improving its effectiveness.

Each community team effort will be reported and evaluated by the team itself, and the entire process will be evaluated at each stage by the project evaluation team.

EVALUATION

DESIGN

The evaluation of this program will be conducted by the College of Continuing Education's Office of Program Research and Development at the University of Southern California.

This model is formative in that it is not necessary to wait until the end of the first year to determine whether the program was successful (summative evaluation) but, by using the feedback provided by the evaluator, the decision-maker can take corrective action and shape the outcomes such that they meet the program objectives.

This model is appropriate for what is called a discrepancy evaluation, and will serve the discrepancy evaluation in three principle areas:

1. Discrepancies between program plans or intention and actual program operations:
2. Discrepancies between mid-program objectives and actual mid-program objectives:
3. Discrepancies between predicted and obtained program outcomes:

Measurement and evaluation of the principle objectives will be determined by observed changes taking place within the communities being served and the community teams. Changes that will be measured will include the following:

- The extent increased collaboration among the members of each community team takes place during the project year;
- The extent communication of career education/human services information is increased and achieved in a collaborative fashion;
- The extent community teams address the major career education/human services policy issues;
- The extent of collaboration and support achieved in the development and implementation of each community team's plan of action;
- The extent to which the conferences and consulting and technical support systems help to improve the community team career education/human services communication efforts.

COMMUNICATION

The final report of the project will be designed as a handbook, and will include processes and outcomes of the activities.

DEMOGRAPHIC INFORMATION

The community teams will be comprised of adults who represent school and community groups of all ages and educational levels.

Four urban areas in four Southwestern States will be served.

While ten community team members from each city will be brought to the Los Angeles mini-conference, it is anticipated that the community teams will vary in number of participants, and may include as many as twenty to twenty-five members.

COLORADO CAREER EDUCATION RESOURCE CENTER

Colorado Department of Education *Denver, Colorado*	*Grant Award from Career Education Program for:* *10/1/77 - 9/30/78* *$119,738* *Grant Award No. G007700086*

PROJECT DIRECTOR: Mr. Roger Duncan
Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203
(303) 839-2242

PARTICIPATING INSTITUTION(S): All Colorado school systems.

MAJOR OBJECTIVES

1. The project staff will expand the on-going effort in collecting, evaluating, cataloging, and loaning materials to be used for instruction in the area of career education for grades K-adult.

2A. The project staff will plan, establish, and make operational for all Colorado school districts, a computerized information storage and retrieval system which will identify: (1) Statewide career education personnel resources for classroom presentations; (2) business, industry, and governmental agencies which are receptive to career education field trips; and (3) business, industry, and governmental agencies where "Training with Industry" student interns can be placed.

2B. For evaluation purposes, one pilot school district and one pilot Board of Cooperative Services (BOCS) in the Computerized Community Resource System will be selected for comparison of the effectiveness of the system at the State, BOCS, and local levels.

3. The Resource Center staff will present regional inservice workshops at sixteen Boards of Cooperative Services locations geographically representative of Colorado's 181 school districts in order to inform teachers and administrators of the Colorado Statewide Resource Center's services.

4. The project staff will further the interstate communications network by examining and by pilot testing optional strategies in disseminating Resource Center materials.

PROJECT ACTIVITIES

Throughout the project year the Resource Center staff will expand ongoing operations of the Statewide Center by: (1) Continuing to seek new sources of career education materials, (2) expanding the grade level classification of catalog and reference materials to include "Adult Education" and (3) balancing the selection of Center materials in all career clusters where deficiencies exist.

In cooperation with the staff members of other State level career education programs, the project staff will conduct regional workshops for administrators and teachers in the utilization of services of the Center and provide assistance upon request. The project staff and resource specialists will design and install a data bank capable of storing information about the complete spectrum of community resources, retrieving categorical information upon request, tracking the utilization of individual resources to avoid over- or under-utilization, storing and retrieving evaluation data, and updating the information base. The project staff will develop instruments for collecting appropriate information about community resources, select school districts and BOCS for participation in the project, and provide assistance to local school district personnel or community members in the collection of information. The staff will design a Users Guide to assist school district staff members in requesting needed resources and services, utilizing resources, and evaluating and reporting results.

After a pilot test operation, the project will operate the Computerized Community Resource System by providing information to school districts about available resources, such as field trips, internships, shadow programs, classroom speakers, and educational materials. With the assistance of a third party evaluator, the project staff will develop an evaluation program to compare the effectiveness of the system at the local school district, BOCS, and State levels of operation.

When project effectiveness has been established, information about its operation will be provided to other State Departments of Education in the Rocky Mountain Region, and services will be made available to pilot school districts in the region.

EVALUATION

External evaluation will be provided by a third party evaluator. With assistance from the third party evaluator, the staff will collect and analyze needed data to measure project outcomes. The accomplishment of each objective will be measured as follows:

Objective 1: Each person who utilizes the services will be asked to evaluate the quality of materials and the services of the Center. Student and teacher evaluation forms will be provided. The third party evaluator will assess the growth of services and review results of evaluation of materials and services.

Objective 2: The resources provided schools through the Computerized Community Resource System will be evaluated by teachers and students as will the quality and adequacy of services of the Center. The third party evaluator will assist the staff in determining the effectiveness of the project operation at the local, BOCS, and State levels.

Objective 3: The effectiveness of regional workshops will be determined through: (a) Written participant evaluations of materials and processes and (b) evidence of increased utilization of the Resource Center materials in each region following the workshops.

Objective 4: The third party evaluator will assess the effectiveness of the project staff in providing information to State Departments of Education staff members in the Rocky Mountain Region and to regional pilot school districts. Students and teachers in pilot districts will evaluate the quality of services provided through the Resource Center utilizing instruments identical to those provided for Colorado.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-14 Students, Adults, Business and Governmental Employers and Employees	
Type of Area Served	Rural, Small Town, Suburban, Urban	
Number of Persons Served	K-6	157,700
	7-9	56,500
	10-12	74,000
	Adults	40,000
Minority Groups Served	American Indian	.5%
	Black	4.0%
	Oriental	1.0%
	Mexican American	15.0%
	White	79.5%
Income Distribution	Under $5,000	19%
	$5,000-$9,999	34%
	$10,000-$14,999	27%
	$15,000-$19,999	15% (est.)
	$20,000 or more	5% (est.)
Special Populations	Handicapped	State Average
	Gifted and Talented	" "

IMPROVED CAREER EDUCATION POLICIES THROUGH THE COLLABORATIVE EFFORTS OF BUSINESS, INDUSTRY, GOVERNMENT AND EDUCATION

The Education Commission of States
Denver, Colorado

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$160,000
Assistance Contract Award No.
G0077C0096

PROJECT DIRECTOR:
Dr. Gene Hensley
Career Education Project
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80303
(303) 861-4917, Ext. 398

PARTICIPATING INSTITUTION(S): None

MAJOR OBJECTIVES

1. To determine the nature and extent of the participation of business, industry, and labor in career education policy development and program implementation in each State.
2. To identify, classify, and report Federal and State policies, laws, regulations that have implications for planning, financing, and implementing career education at State and local levels.
3. To develop, recommend, and facilitate alternative approaches to strengthening State education policies and legislation through the collaborative efforts of the constituency of the project.

PROJECT ACTIVITIES

As the objectives outlined above indicate, the project will be actively developing information on ways in which business, industry, labor, and government have worked collaboratively to further career education. This will be done through an initial series of interviews with representatives of business, industry, labor, government, and education, and then through the use of a mail survey of appropriate agencies, individuals, and organizations. The survey will be conducted in January-February, 1978 and reports on survey findings will be available by May, 1978.

Second, the project will identify legislative and administrative efforts at both the State and Federal levels that have furthered the concept and practice of career education. Legislation will be analyzed and, by October, 1978, model legislation and policies will be developed for State use that: (1) Identify alternative approaches to furthering career education; and (2) are consistent with and supplementary to ongoing State and Federal activities in career education.

Third, the information collected, and the model legislative and policy alternatives, will be made available to representatives of government, labor, education, business, and industry in a number of ways: (1) Direct mailings of project reports and materials; (2) direct consultative assistance; (3) presentation of project materials at State meetings; (4) presentation of project materials at meetings of national organizations, including those of the Education Commission of the States; and (5) through the national media. Further, a 12-member task force of nationally recognized experts and leaders of business, labor, industry, education, and government will both oversee the development of project materials and encourage their use by their individual constituencies.

Finally, the project will act as a resource for individuals concerned with State and Federal policies and related activity in career education and will serve as a liaison between the States and the Federal government in the area of career education.

EVALUATION

An evaluation report will be prepared that will include: (1) Product evaluations (all reports and materials will include evaluation forms that will be compiled and summarized at the end of the project year); and (2) process evaluation -- the project is scheduled to conduct a mail survey, develop model legislation and policy alternatives, issue four to six reports and conduct two task force meetings. The evaluation report will contain information on the extent to which these activities have been accomplished. It will also include information on the number of requests for information responded to, the number of meetings attended by project staff and their purpose, the volume of Federal and State legislation collected and analyzed, and the number of consultative efforts undertaken by the staff. Through the use of the McBee card system, this information will be collected by State, subject matter, type of activity and date.

COMMUNICATIONS

As indicated above, the national task force to be established by the project will be concerned in part with communicating with their constituencies about project activities and materials. Additionally, staff involvement in State and national meetings and the use of national media will provide other communication networks.

Finally, the project will develop an extensive mailing list of individuals who will receive information and materials from the project.

DEMOGRAPHIC INFORMATION

The project is national in scope, serving all 50 States and the territories.

INCREASING COLLABORATIVE EFFORTS IN CAREER EDUCATION - A SERIES OF MINI-CONFERENCES

InterAmerica Research Associates
Washington, D.C.

Procurement Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$353,672
Procurement Contract Award No.
300770449

PROJECT DIRECTOR:
Brady, J. Fletcher, Ed.D.
InterAmerica Research Associates
2001 Wisconsin Avenue, N.W.
Suite 260
Washington, D.C. 20007
(202) 333-4900

PARTICIPATING INSTITUTION(S):

1. Fifteen (15) local exemplary Career Education Program sites throughout the United States.
2. Selected community organizations, business organizations, and labor unions.

MAJOR OBJECTIVES

1. To make progress toward clarifying the concept of "collaboration" as it is used in the career education concept.
2. To involve the broader community (business, labor, industry, and education) in arriving at a consensus regarding "collaborative" efforts in career education (K-12) and how to effectively implement them.

PROJECT ACTIVITIES

Beginning in late November, 1978, InterAmerica Research Associates will be sponsoring a series of mini-conferences. The first two 2-day conferences will be conducted for leading career education conceptualizers aimed at clarifying the concept and arriving at a consensus regarding the meaning and implications of the word "collaboration" for career education.

The project will then convene a 2-day mini-conference for career education directors of 15 exemplary career education sites to enable these directors to share current collaborative efforts and to react to recommendations by participants of both conceptualizers' conferences.

Thereafter, the project will convene fifteen different two-day mini-conferences each directed at a particular target audience representing business, labor, industry, civic, and community organizations. These participants will discuss and react to the implications and recommendations from each of the previous mini-conferences. Then they will spend two days visiting the 15 exemplary career education sites. These visits will begin in May of 1978 and end in July of 1978.

Data and information resulting from all of these activities will then be synthesized at a final mini-conference by the fifteen directors of exemplary programs on August 7 and 8, 1978. The synthesis will produce a final document on what constitutes effective "collaborative" efforts in career education at the K-12 level and how to effectively implement the process.

EVALUATION

An informal evaluation of the goals set by the participants will be conducted after each mini-conference.

COMMUNICATION

A final report containing discussion of all major points covered in each of the mini-conferences and site visits will be printed in final form by September 15, 1978. These reports will be mailed to 1,000 persons identified by the Office of Career Education.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------------------Administrators
Business/Industry/Labor/Community

Number of Persons Served------------------264

BOARDMANSHIP FOR CAREER EDUCATION: A NATIONAL IMPACT

National Association of State Boards
of Education
Washington, D.C.

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$92,000
Assistance Contract No.
G007C0089

PROJECT DIRECTOR: Phyllis Blaunstein
Director of Special Projects
NASBE
444 N. Capitol St., N.W., #526
Washington, D.C. 20001
(202) 624-5845

PARTICIPATING INSTITUTION(S): *None*

MAJOR OBJECTIVES

1. State boards of education will develop the information and skills necessary to effective policy-making decisions regarding career education.
2. Selected State boards, working in conjunction with representatives of the Governor's office, State legislature, and members of industry, business, and the community will develop a 5-10 year action plan for the development of career education policies and programs.

PROJECT ACTIVITIES

In the fall of 1977, all State Boards and Chief State School Officers will be notified of the project and its basic intent to effect incremental improvements in career education programs in elementary and secondary schools. NASBE will conduct a survey of all State Boards of Education requesting all State Board policies, State statutes, resolutions, action statements and regulations that relate to career education in their respective States. In early 1978 this information will be codified into a classification manual which will reference the basic documents and best practices in career education from all of the States.

In early spring, 1978, awareness training sessions will be conducted with six to eight States including State Board members, key State Educational Agency personnel, State governmental leaders and key persons from business and industry and the community. These sessions will emphasize problem-solving and decision-making in career education tailored to the State's needs and projected plans. In late spring, NASBE will conduct in-depth followup work sessions with two State Boards to assist them to develop 5-to-10-year action plans in career education.

EVALUATION

Objective 1: The manual will be evaluated by each recipient for clarity, completeness, and utility. The effects of each training session will be assessed according to the following indicators: development of policies to govern career education; development of action statements to develop 3 year, 5 year or 10 year action plans in career education; development of a career education advisory group; decision to redefine the State definition of career education; convening of a conference of representatives of business, industry, labor, and education to evaluate existing school programs and to consider a redesigned approach to include work/study and community service opportunities as part of the secondary school program; and a decision to secure additional funding for career education programs. A written evaluation will be completed by each participant in the training sessions. This will be accomplished by project staff.

Objective 2: Evidence of long-range plans for change will be assessed in the two States which receive in-depth training. The measures will be: development of two 5-to-10-year action plans in career education; involvement of leaders from government, business, industry, labor, and education in the planning and implementation of the plan; linkage of some career education programs with ongoing community education programs to ensure citizen involvement in the career education programs; and influencing of legislation in career education. Internal evaluation will be accomplished.

COMMUNICATION

The manual which will reference the basic documents and best practices of all States will be completed in early 1978, and will be disseminated to State policy-makers. In October, 1977, a major presentation on career education will be made at the NASBE national convention. In the spring, 1978, presentations will be made at each of four NASBE regional meetings to share the results of the survey and to discuss exemplary practices. Discussions of the results of the regional meetings will appear in NASBE's monthly publication FOCUS.

DEMOGRAPHIC INFORMATION

All States will receive information and results of this project.

IMPROVING THE OPERATION AND COMMUNICATING THE RESULTS OF CAREER EDUCATION PROJECTS

Thomas Buffington & Associates
Washington, D.C.

Procurement Contract from
Career Education Program for:
10/1/77 - 12/31/78
$116,224
Procurement Contract No.
300770470

PROJECT DIRECTOR: Dr. Adrienne M. McCollum
Vice President
Thomas Buffington & Associates
1053 31st Street, N.W.
Washington, D.C. 20007
(202) 337-1750

PARTICIPATING INSTITUTION(S): Demonstration and State Plan Projects

MAJOR OBJECTIVES

To facilitate communication among FY'77 Office of Career Education (OCE) project directors to enable these persons to become familiar with various aspects of each other's projects and the expectations of OCE.

PROJECT ACTIVITIES

- To organize and convene a Demonstration Project Directors meeting
- To organize and convene State Plan Project Directors meetings
- To design, develop and distribute three (3) newsletters combining Demonstration and State Plan Project news items
- To design, compile, prepare, and distribute two books of project profiles - Demonstration and State Plan
- To develop a "whole earth" catalog of materials and practices developed by Demonstration projects

EVALUATION

Internal evaluation of the overall objective will be measured in terms of meeting each activity's completion schedule and thorough coverage and presentation of content. In addition, the government project officer will provide input as to the degree of acceptability of each project activity as it relates to the major objective.

COMMUNICATION

- Distribute to project directors three newsletters: January 30, 1978; March 30, 1978; and May 30, 1978.
- Distribute Demonstration projects profile book March, 1978.
- Distribute State Plan projects profile book April, 1978.
- Convene Demonstration Project Directors meeting, November 6-9, 1977.
- Convene State Plan Project Directors meetings, December 5-7, 1977; December 7-9, 1977; December 12-14, 1977; December 14-16, 1977.
- Prepare a "whole earth" catalog on Demonstration project materials and practices.

DEMOGRAPHIC INFORMATION

This project directly serves 53 State Plan and 83 Demonstration project directors funded by OCE in fiscal year 1977.

STATE LEADERSHIP IN IMPLEMENTING CAREER EDUCATION

Council of Chief State School Officers
Washington, D.C.

Assistance Contract Award from
Office of Career Education for:
8/20/77 - 8/19/78
$113,467
Assistance Contract No.
G007C0064

PROJECT DIRECTOR: Dr. David L. Jesser
Director, CCSSO Career Education Project
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 833-7850

PARTICIPATING INSTITUTION(S): *All fifty States and seven extra-state jurisdictions*

MAJOR OBJECTIVES

1. To maintain, develop, and further improve the system of communication that has been developed in order that essential information relating to career education might be more effectively communicated between and among the States and extra-state jurisdictions, Federal agencies, and national organizations; and

2. To develop and operate a delivery system that will provide professional growth opportunities for State directors/coordinators of career education in the already identified broad content areas of planning, needs assessment, evaluation, and implementation.

PROJECT ACTIVITIES

The project director, with consultative assistance, will maintain, modify, or add to the existing communications network, and:

- Will prepare and publish a periodic newsletter for State directors/coordinators and Chief State School Officers;
- Will gather, evaluate and distribute reports believed to be useful in widespread implementation efforts;

- Will call and operate telephone conferences on an as needed basis with a maximum of eight States participating on any one call; and
- Will establish and utilize a "Telephone Fan-Out System" with State coordinators.

The project director will also establish a task force comprised of eight State directors/coordinators of career education, the function of which will be to provide guidance for professional growth activities that should be conducted.

- One or more professional growth sessions on themes identified as needed by State directors/coordinators of career education will be scheduled.

EVALUATION

The first objective does not lend itself to sophisticated types of evaluation. It does, however, suggest that some changes are needed and that some changes will occur. With this in mind, it will be necessary to obtain at least three kinds of data relating to the communications network:

- What changes in the communications network are actually needed?
- What changes have occurred?
- What have been the results of such changes?

To obtain this type of data, a special instrument will be developed and administered. In this manner information about needed changes will be obtained. At the conclusion of the project, the instrument will be again administered, and the results compared.

The second primary objective calls for the operation of professional growth seminars for State coordinators, with each being related to a specific area of need that will have been suggested by the State coordinators.

The content for each seminar will be developed on the basis of identified needs. At the same time, a pre-post instrument will be developed for each scheduled seminar and administered to each of the participants. In this manner, it will be possible to determine the effectiveness, in terms of learning and/or change, of the seminar program.

An ongoing evaluative program will be maintained throughout the project. To assist in the development and maintenance of such a program, the services of "outside consultants" will be obtained. A process evaluation design will be developed and implemented which will result in both a monitoring as well as an evaluative process.

COMMUNICATIONS

All reports, including those of an interim, final, or specialized nature, will be submitted to the ERIC Clearinghouse for Career Education. Certain special papers that will be prepared for staff development purposes will be distributed to State coordinators and CSSOs.

DEMOGRAPHIC INFORMATION

This project deals directly with Chief State School Officers and State Coordinators of Career Education in each of the 57 States and extra-state jurisdictions.

THE CHANGER MODEL FOR CAREER EDUCATION

"A Teacher Training Program for the World of Work"
Nampa School District #131
Nampa, Idaho

Assistance Contract Award from Career Education Program for:
7/1/77 - 6/30/78
$78,889
Assistance Contract No.
G0077C0056

PROJECT DIRECTOR: John Merrick
Nampa School District #131
619 S. Canyon
Nampa, Idaho 83651
(208) 467-5281

PARTICIPATING INSTITUTION(S): Nampa Public Schools, Nampa, Idaho

MAJOR OBJECTIVES

The proposal is designed to fulfill the need for training teachers in career education materials and processes and getting these concepts infused into a school system. It is based upon a theoretical model which in general says that teachers will learn to implement effective Career Education materials and techniques by modeling their teaching after colleagues that they have selected as the ones who influence them the most. These influential colleagues are designated "changers" and receive special training in acceptable materials and techniques. As the "changers" implement the materials and techniques in their classes, the other teachers are influenced by the "changers" to attempt to use similar materials and techniques in their classes.

PROJECT ACTIVITIES

The selected "changers" will be given an 8-hour a day, 3-week training session in career education before school begins in September. Components of this training session will include: (a) The need and definition of career education as it pertains to the classroom teacher, (b) values clarification techniques, (c) the use of multi-media teaching techniques, (d) the special career education needs of minorities, the handicapped student, the gifted and talented, and women, (e) input from the labor/industry/business community which establishes their interest and link with public education, (f) instruction in the use of community resources, (g) techniques in developing shadowing and work experience for students and actual shadowing experiences for teachers, (h) techniques in developing pre-post-student criterion tests, and (i) instruction in the infusion of career education into the school curriculum.

Throughout the 1977-78 school year the "change agents" will have further inservices as determined by the needs established by themselves and the project staff.

The staff will work throughout the year as facilitators and curriculum resource advisors as needed by the "change agents" and any other teacher, counselor, or administrator who is interested in these services.

The labor/business/industry/parent/community advisory committee will hold monthly meetings to consult with and advise the project staff and change agents.

EVALUATION

The effectiveness of the teacher training aspect of the program will be evaluated by a content analysis of the units that are developed by the "changers."

Assuming success in selecting and training "changers" to infuse career education in their classes, evaluation of whether or not other teachers actually make planned attempts to apply career education will be evaluated by a Time Series Analysis. The outside evaluator will utilize the first two months of the project as baseline data for comparison. The Analysis of Variance using the number of attempts per month as the mean for each cell will determine if there actually is any significant difference between various months. If significance is detected, then a "T" test will be run comparing every cell (month) to all other cells.

COMMUNICATION

The evaluation procedures and results will be compiled in July, 1978 and be available upon request for the cost of printing and postage.

The components of the "change agent" career education class will be made available for the cost of printing. This document will include a description of the activities used, sequence of events, resources used, daily handouts, and community involvement techniques.

CAREER EDUCATION SERVICE (CES)

Health Education Research, Inc.
Chicago, Illinois

Assistance Contract Award from
Career Education Program for:
10/1/77 - 9/30/78
$75,000
Assistance Contract No.
G0077C0112

PROJECT DIRECTOR: Elaine F. Katz, President
Health Education Research, Inc.
875 North Michigan Avenue
Chicago, Illinois 60611
(312) 944-3146/787-2672/348-2422

PARTICIPATING INSTITUTION(S): *Schools in 160 districts across the country*
State and local education agencies

MAJOR OBJECTIVES

1. To impact classroom teachers (grades K-14) and other key audiences (students, parents, counselors, and community groups) with action-oriented information to stimulate implementation of career education at the local level.

2. To provide informational/instructional materials that are readily infused and adapted to local educational agency and classroom settings.

3. To extract career education information from existing public domain resources that would otherwise go unused.

4. To provide career education with a self-sustaining, self-renewing, information dissemination vehicle.

PROJECT ACTIVITIES

During the project year, staff will develop and field test packets of career education materials in selected school districts. The purpose: to determine the utility and acceptability of an ongoing, self-sustaining service of providing inexpensive career education materials to the nation's schools.

To initiate the project, staff will first seek input from an advisory group broadly representative of the users and community. Later, staff will send an application form and a project involvement profile form to 300 of the 10,000 school districts in the United States. From the returned applications, 160 school districts will be selected, representing 1% of the school districts in the country. Selection will be based on size, demographic factors, and evidence of willingness and ability to participate. State education agencies will be invited to participate in all phases of the project through State Career Education Coordinators.

Concurrently with the selection process, staff will conduct an extensive review and screening of existing career education materials -- materials now available through resource centers, clearinghouses, libraries, schools, etc. Materials will be reviewed in terms of grade level, content area, career clusters, career education stage, special groups addressed, content bias, adequacy and consistency of information, special handling/equipment needs, and types of activities.

When the results of the pre-implementation survey have been tabulated, staff will match input from test sites with available resource materials. Once the matching process has been completed, staff will refine the selected materials and adapt them to the CES packet format.

Three Career Service (CES) packets will be developed for field testing: one each for elementary, secondary, and postsecondary schools. Each packet will include an 8½ x 11" folder and a series of information/action pages -- e.g., teacher information page(s), counselor information page(s), parent information page(s), etc. CES packets will be sent to local school district offices so that pages may be reproduced and distributed to every school building and every classroom (or to other audiences) in sufficient numbers to meet the needs of the district. It will be recommended that teachers and others modify the content and adapt it to their own plans and projects. It is estimated that 1,500,000 teachers, students, parents, counselors, and community groups will be impacted by the project during the first year.

Persons using the materials will be asked to complete an assessment questionnaire enclosed with the materials and return it to Health Education Research, Inc. to provide input on the evaluation of the viability of the project and product.

EVALUATION

Project staff has developed a three-dimensional evaluation design for measuring achievement of the project's major objectives. Included in the design are: (1) an overall project evaluation focusing on structure, process, outcomes, and impact; (2) an impact evaluation focusing on educational effects, staff levels/role/functions, world of work/community linkages, classroom teacher impact, classroom activities, and administrative effects; and (3) a dissemination model evaluation. Pre-and post-implementation survey instruments, to be completed by participating school personnel, state agency representatives, parents and community groups, will be used in both project and impact evaluations. The survey instrument used will gather profile information, including CE-specific questions, and information about general attitude perception on teacher roles. Information from the pre-and post-surveys will be used to measure changes in attitudes, knowledge, and behavior. The dissemination model will be evaluated through direct communication with participating school districts and State Career Education Coordinators. Personal telephone interviews will be conducted as a supplement to data collection instruments.

COMMUNICATION

The three CES packets will be available in limited quantities for the cost of postage and handling. The final report will be available through normal resource library distribution channels. CES itself will be available on a continuing basis, should the evaluation instruments indicate that it is an appropriate communication network.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------ K-14 students; parents; community/world of work; counselors, curriculum developers, career education coordinators and practitioners.

Type of Area Served ------------------- Rural, small town, Urban, Suburban

Number of Persons Served ------------- Total estimated during project: 1,500,000

Minority Groups Served ---------------- No percentages available; all groups served.

Income Distribution ------------------- No percentages available; all groups served

Special Populations ------------------- No percentages available; all groups served.

COMMUNICATING CAREER EDUCATION FOR RURAL APPALACHIA

Kentucky Valley Educational Cooperative
Hazard, Kentucky

Assistance Contract Award from
Career Education Program for
10/1/77 - 9/30/78
$150,000
Assistance Contract No.
G0077C0114

PROJECT DIRECTOR: Mr. Elwood Cornett
Career Education Office
Kentucky Valley Educational Cooperative
P.O. Box 1118
Hazard, Kentucky 41701
(606) 439-2311

PARTICIPATING INSTITUTION(S): Kentucky Valley Educational Cooperative

MAJOR OBJECTIVES

1. To refine and publish at least 500 copies of the ten best career education units per grade level, grades 1-9, that were developed during the first three years of the project.

2. To involve the family in career education through a work program designed mutually by students, families, and teachers.

3. To develop six "how to" documents from 8 to 12 pages each, on the following topics: "How to Correlate Career Education and": (a) "4-H Club Work"; (b) "Boy and Girl Scouts"; (c) "Title I Reading and Program"; (d) "Consumer Education"; (e) "Character Education"; and (f) "Pre-Vocational Training."

4. To develop monographs on The Role of the Principal, Guidance Counselor, Supervisor, Superintendent, and Teacher in Effective Development and Implementation of Career Education in Rural Appalachia.

5. To provide openhouse during the month of April, 1978, for visitors primarily from but not limited to the Appalachian region.

6. To publish a bi-monthly newsletter, "The Communicator."

PROJECT ACTIVITIES

1. Select experienced career education teachers per grade level, grades 1-9, will refine existing units which will include suggestions for the utilization of resource persons and field trips.

2. A selected LEA will conduct the family involvement component which involves setting work assignments that will definitely bring the world of work into the curriculum in a meaningful way.

3. Each LEA will develop guides which are aimed at combining several societal concerns with career education into a meaningful and workable curriculum.

4. The monographs will be written by outstanding practitioners in each of the roles in the cooperative and opportunities for visitation with the authors will be provided.

5. Visitors will be able to: receive a comprehensive overview of the Career Education Project; have small group consultation with the regional staff; visit schools of special interest; and receive copies of all materials produced by the project.

6. The newsletter editor will obtain news articles from the Cooperative area as well as other States in the Appalachian region and write six bi-monthly editions.

EVALUATION

Research/Evaluation Design for 1977-78

The net result for 1977-78 will be:

1. Two third-party evaluations which focus primarily on the processes;

2. A replication of survey research conducted in 1976-77 on the seven dissemination objectives of that year;

3. Valid and reliable research on the six objectives of 1977-78 with comparisons among the research of May, 1977, December, 1977, and projections for December, 1978, based on the data of May and December, 1977.

COMMUNICATION

1. All materials--units, "how to" guides, and monographs will be disseminated during the visits.

2. Invitations for openhouse will be sent to all superintendents in Kentucky and to State coordinators in the 13 states in the Appalachian region. (The openhouse includes the LEA which will conduct the "involvement of the family" component).

3. The bi-monthly newsletter, "The Communicator" will be mailed to educators and community, business and industry leaders throughout the Appalachian region.

4. Evaluation reports--Process and Research--and final project reports will be mailed to State coordinators upon request.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------ K-12 students, teachers, counselors, administrators, parents, and business/industry

Type of Area Served --------------------Rural, small town

Number of Persons Served -------------- Students K-6: 18,684
7-9: 9,439
10-12: 5,276

Parents: 31,548
Teachers: 1,382
Administrators: 142
Counselors: 35

Business: 178
Industry: 146

Minority Groups Served ---------------- Black: 1%
White: 99%

Income Distribution ------------------- Under $5000 28%
$5,000 - $9,999 8%
$10,000 - $14,999 12%
$15,000 - $19,999 16%
$20,000 or more 36%

Special Populations ------------------- Handicapped: 9%
Gifted & Talented: 1%

INCREASING CAREER EDUCATION AND CAREER OPPORTUNITIES FOR THE SEVERELY RETARDED PERSON THROUGH USE OF ADULT EDUCATION PROGRAMS WITHIN COMMUNITY SETTINGS

Center of Rehabilitation and Manpower Services (CRMS)
College Park, Maryland

Assistance Contract Award from Career Education Program for 10/1/77 - 9/30/78
$73,000
Assistance Contract No. G0077C0073

PROJECT DIRECTOR:
Ms. Meryl Manning
Center of Rehabilitation and Manpower Services (CRMS)
3115 Jull Hall
University of Maryland
College Park, Maryland 20742
(301) 454-3042 or 454-4580

PARTICIPATING INSTITUTION(S): University of Maryland

MAJOR OBJECTIVES

The overriding objective of this project is to increase career education and career opportunities for severely retarded persons through communicating career education philosophy, methods, activities and evaluation results to professional persons, the general public and selected community members. Included are six product objectives which will be addressed under project activities.

PROJECT ACTIVITIES

Objective 1: Within one year, the CRMS will conduct five regional community conferences within the State of Maryland that will be attended by a total of 320 representatives of consumers, business, labor, industry, professional persons, and the public, in order to increase career education and career opportunities of severely retarded persons through demonstrating effective methods and techniques in their career education in order to reduce stereotyping in career choices on the basis of mental abilities where such abilities are not related to career requirements.

Objective 2: Within one year, the CRMS will conduct 10 audio-slide presentations that depict the acquisition of and the use of developmental skills by severely retarded persons within the State of Maryland, and which will be viewed by 500 or more representatives of consumers, business, labor, industry, professional persons, and the public in order to increase career education and career opportunities of severely retarded persons.

Objective 3: Within one year, the CRMS will make 12 public appearances on radio and television, or at civic and professional meetings throughout the State of Maryland, in order to increase career education and career opportunities of severely retarded persons through demonstrating effective methods and techniques in their career education in order to reduce stereotyping in career choices on the basis of mental abilities where such abilities are not related to career requirements.

Objective 4: Within one year, the CRMS will obtain within the State of Maryland five public endorsements from elected officials, business leaders, or labor representatives that are designed to ensure equal employment opportunities and affirmative action for severely retarded persons and that will provide evidence of community support of programs that are effective in increasing career education and career opportunities' awareness among the public, professional groups, and severely retarded persons.

Objective 5: Within one year, the CRMS will compile, abstract, produce, and distribute within the State of Maryland the Conference Proceedings of the five (5) 1 day conferences (objective 1) to 50 selected community organizations and individuals who are decision makers or influential in regard to the career education and career opportunities needs of severely retarded persons, in order to provide a written record of the concepts which were considered of importance to the career education of severely retarded persons; and

Objective 6: Within one year, the CRMS will produce and disseminate within the State of Maryland 1,000 copies of a monograph entitled "Strategies for Increasing Career Education and Career Opportunities of Severely Retarded Persons" to professionals, business, guardians, labor, industry, and the public in order to provide an information resource and a conceptual guide to decision makers and influential community members who can provide assistance in regard to the career education needs of severely retarded persons.

EVALUATION

Evaluation design will be developed by CRMS at the University of Maryland and consist of pre- and post-testing administered to all conference attendees plus a process evaluation of all project activities. The testing procedures will incorporate the Kirkpatrick Model Process and Learner-Outcome Evaluation techniques measured at the reaction level carried out through use of the Likert 5-point scale. The evaluation team will consist of third-party resource personnel.

COMMUNICATION

A compendium of Conference Proceedings for the five one-day conferences plus a monograph entitled, "Strategies for Increasing Career Education and Career Opportunities of Severely Retarded Persons" will be disseminated to key professionals, business, industry, and labor leaders, advocates and guardians, community leaders and other interested parties upon request.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------ Representatives of consumers, business, labor, industry, professional persons and general public of the State of Maryland.

Types of Area Served ------------------ State of Maryland. Regional conferences in Central Maryland, Capitol Region, Southern, Western, and Eastern Shore of Maryland.

Number of Participants ---------------- 320 Conference Participants
500+ individuals from the private and public sector organizations
Radio and television viewers within the State of Maryland

Special Populations ------------------- Mentally Retarded

COMMUNICATING A COMPREHENSIVE CAREER EDUCATION PROGRAM

Roseville Area Schools, Independent School District #623
St. Paul, Minnesota

Assistance Contract Award from Career Education Program for 7/1/77 - 6/30/78
$100,000
Assistance Contract No. G0077C0058

PROJECT DIRECTOR: Dr. Arland N. Benson
Project Director
Roseville Areas Schools, Independent School District #623
433 East Little Canada Road
St. Paul, Minnesota 55117
(612) 483-3234

PARTICIPATING INSTITUTION(S): Spring Lake Park, Minn.; Osseo, Minn.; Flushing, Michigan; Aurora, Colo.; Beloit, Wis.; Auburn, Ma.; Warren County, Ky.

MAJOR OBJECTIVES

1. The project will enable key personnel in 7 school districts to develop skills in the following areas:

   ... Consultation Skills and Shared Decision-Making

   ... Curriculum Development, Including 30 Lesson Plan Packages

   ... Evaluation

   ... Staff Development, Including Seminars, Workshops, and Graduate Credit Courses Covering Student-Parent Career Planning, Mid-Career Change, Introduction to Career Education, Teacher-Advisor Skills, Group Work Skills and Implementing Skills

   ... Career Learning Centers

   ... Community Participation

   ... Planning/Management

2. The 7 school systems will create and implement a comprehensive career education plan individualized to their own setting and needs.

PROJECT ACTIVITIES

The project will offer technical assistance to five States in collaboration with the State Career Education Coordinator, focus---in-depth on one school district in each State. In addition, at least two school districts in Minnesota are to receive technical assistance in collaboration with the Department of Education.

The out-of-State technical assistance sites include: Auora, Colorado; Warren County, Kentucky; Auburn, Maine; Flushing, Michigan; and Beloit, Wisconsin.

Technical assistance will include a November planning conference in Roseville, opportunities for additional visits to Roseville and three Roseville team visits to the local school sites. Field tested curriculum and implementation materials will also be made available.

In addition to a full time technical assistance staff of four, approximately 35 Roseville teachers, counselors, administrators, and other staff members representing all grade levels and departments are available on a part time basis along with several community resource people.

EVALUATION

1. A pre-post knowledge test will be used to measure implementation staff development for each of the seven areas of technical assistance.

2. The implementation of an individually negotiated technical assistance plan with each site will be documented by a third-party evaluator.

COMMUNICATION

A complete set of Roseville Career Education Demonstration Model and Communication Materials will be sent upon request to all SEA's and territories (available November 15). The materials include:

... 30 Complete Lesson Plan Curriculum Packages, K-12, representing all departments.

... School-Community Internship and Exchange Program.

... 4 Staff Workshop Manuals, covering:
  a. Introduction to Career Education
  b. Teacher-Advisor Skills
  c. Group Work Skills
  d. Implementing Skills

... 7 Implementation Booklets and Simulation Training Manuals covering:

- a. Consultation Skills - Shared Decision-Making
- b. Planning and Management
- c. Evaluation
- d. Curriculum Development
- e. Community Involvement
- f. Staff Development
- g. Career Learning Centers

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------------------ K-12 students, teachers

Type of Area Served ------------------------------ Urban, suburban, rural

Number of Persons Served ------------------------ K-6 32,571
7-12 30,206
Staff 3,087

CAREER EDUCATION INFORMATION, TRAINING AND INSTRUCTIONAL MATERIALS SYSTEM (CEITAIMS)

National Center for Career Education, Inc.
Missoula, Montana

Assistance Contract Award from
Career Education Program for:
9/15/77 - 9/14/78
$152,000
Assistance Contract No.
G007C0093

PROJECT DIRECTOR: Dr. Vince Barry
National Center for Career Education, Inc.
P.O. Box 7815
Missoula, Montana 59801
(406) 243-5262

PARTICIPATING INSTITUTION(S):
University of Montana (Missoula)
University of Arizona (Tucson)
University of Oregon (Eugene)
University of Georgia (Athens)
University of Missouri (Columbia)
Ohio State University (Columbus)
Syracuse University (Syracuse)
University of Southern California (Los Angeles)
University of Virginia (Charlottesville)
Gonzaga University (Spokane)

MAJOR OBJECTIVES

1. To gather, on a nationwide basis, descriptions of career education programs and materials (hardware and software; public and private).
2. To improve the processes for the implementation and revision of curriculum adaptation models.
3. To make accessible education materials assistance through Center activities.

PROJECT ACTIVITIES

The National Center for Career Education, through the CEITAIMS project will continue its efforts to collect, classify, and store career education materials and program descriptions in such a manner that it will allow NCCE to provide information and materials to practitioners in a number of different dissemination modes.

The materials are disseminated through training activities involving school district personnel in intensive inservice training focussed on:

1. Development of teacher prepared career education materials based on local needs;

2. Processes by which teachers can effectively adapt existing career education materials for their classroom use.

3. Procedures by which teachers can assess the impact of career education on students.

The materials are also disseminated to practitioners through NCCE's materials processing. The materials collected represent efforts by teachers, administrators, State departments, business, labor and industrial organizations. In addition to materials collection, the training model revisions and improvement will allow the National Center for Career Education training activities to involve business, labor, industry and government as an integral part of the national career education effort.

EVALUATION

Evaluation processes will be conducted both internally by NCCE staff and externally by a third-party evaluator. The following statements describe the intent of the evaluation processes for each project objective:

Objective 1: The career education materials collected by NCCE will be assessed to ascertain the effectiveness of NCCE's acquisition effort.

Objective 2: NCCE training models will be assessed with regard to the effectiveness achieved through revision and modification.

Objective 3: NCCE's material services for users other than those involved in NCCE training will be assessed to determine the effectiveness of NCCE's ability to identify and deliver appropriate materials.

COMMUNICATION

The CEITAIMS project's entire thrust is aimed at expanding NCCE capacity to communicate existing programs, practices, and materials; thereby assisting career education practitioners in obtaining assistance relevant to their specific needs.

The project provides the support necessary for NCCE to make available information, assistance, and materials to practitioners around the nation. The project publishes a periodic newsletter.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------ K-Adult, Parent, Teachers, Administrators, Business, Labor, Industry and Government

Type of Area Served ------------------- National

Number of Persons Served -------------- 2,500 person served directly.

A SYSTEMATIC CAREER EDUCATION NETWORK FOR DISSEMINATION

Center for Career and Occupational Education
Brooklyn, New York

Assistance Contract Award from Career Education Program for:
10/1/77 - 9/30/77
$84,822
Assistance Contract No.
G007C0105

PROJECT DIRECTOR:
Juanita O. Ward
Center for Career and Occupational Education
N.Y.C. Board of Education
131 Livingston Street, Room 612
Brooklyn, New York 11201
(212) 596-8052

PARTICIPATING INSTITUTION(S):
New York City Economic Development Council
OPEN DOORS
New York Telephone Company
National Alliance of Businessmen
Bureau of Educational and Vocational Guidance

MAJOR OBJECTIVES

1. To implement a sustained communication network for the dissemination of Career Education concepts and strategies to community school districts, selected high schools and other agencies from the public and private sector.
2. To increase knowledge and appreciation of career education by providing leadership training and technical support to community school districts and selected high schools in the implementation of career education staff development activities.
3. To develop plans for career education programs for community school districts and selected high schools with provision for zero-additional-cost implementation.

PROJECT ACTIVITIES

The Center for Career and Occupational Education will develop an intensive communication method that will disseminate career education information and strategies to community school districts and selected high schools. The planning stage calls for a career education dissemination team to formulate and develop a series of career education packages. These packages will reflect a careful analysis of the Center's record in career education. The various programs will be organized in a systematic way to facilitate orderly dissemination. The results of this analysis will be used in the creation of the contained, mobile, media packages. The implementation stage calls for the delivery of these packages to selected sites. These packages will enable participating practitioners to develop, employ, and evaluate their local career education programs.

An integral feature of this proposal is the effective delivery of selected and appropriate packages to school and district sites. This becomes possible because ASCEND builds upon strengths already inherent in the Center's basic management system and makes use of the existing networks of communication.

During its first year of operation, ASCEND will involve key administrative and supervisory personnel and teachers, and have an impact on approximately 80,000 students.

EVALUATION

A series of instruments for evaluation of the network's impact on the target population of administrators, supervisory staff and teachers, in terms of the stated objectives, will be mutually designed and developed by professional evaluators and project staff. A stratified random sample, representing a 20% microcosm of the target population, will be compared to a similarly-composed, identified control group of non-participants, using pre- and post-formative and summary instruments. The data collected will be quantified and analyzed for evaluation purposes through the use of "Likert Scaled" techniques, the "Osgood Semantic Differential Scale", structured interviews and cognitive tests.

COMMUNICATION

A sustained communications network in a multi-media mode will be available by June, 1978. It will contain modules, packages, materials, individual tapes, films, manuals and other information which can be used in a sustained communications network possible for replication.

A final evaluation report of the project will be available for distribution in September, 1978.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------ Students - K-12
Staff - administrators, supervisors, teachers
Community-Business/Industry

Type of Area Served ------------------- Urban

Number of Persons Served -------------- Administrators/Supervisors - 2,100
Students - 80,000

Minority Groups Served ---------------- Puerto Rican 21%
Black 32%
Other Spanish Surnames 3%

COMMUNITY BASED CAREER EDUCATION ADVISORY COUNCILS: A MECHANISM FOR LOCAL COLLABORATIVE EFFORTS

National Association for Industry-Education Cooperation	*Grant Award from Career Education Program for:*
Buffalo, New York	*7/1/77 - 6/30/78*
	$84,024
	Grant Award No. G007701777

PROJECT DIRECTOR: Dr. Donald M. Clark
National Association for Industry-Education Cooperation (NAIEC)
235 Hendricks Boulevard
Buffalo, New York 14226
(716) 278-5726

PARTICIPATING INSTITUTION(S):
Industry-Education Council of California in San Francisco
Community Council on Careers of Greater Syracuse, New York
Business and Education Council, Madison, Wisconsin
Industry-Education-Labor Council, Akron, Ohio
National Association for Industry-Education Cooperation
State University College at Buffalo

MAJOR OBJECTIVES

1. Business, labor, government, education, and parent representatives will acquire an increased knowledge of the procedures in organizing a Community Career Education Advisory Council through the production of a 16mm film which will include program initiatives focusing on the education-to-work transition and the collaborative processes.

2. Community leaders and educators will improve their understanding of the operational aspects of a Community Career Education Advisory Council and the collaborative processes involved in career education, staff and curriculum development, career guidance and job placement through the publication of a report/manual.

PROJECT ACTIVITIES

During the summer of 1977, the research effort for the film and the manual will be completed, based on the programs and activities of community based Career Education Councils throughout the nation. Meetings between July-August 1977 with staff members from such groups as the National Association of Manufacturers, American Association of School Administrators, U.S. Chamber of Commerce, and the NAIEC Executive Committee will assist in the planning, coordination, and implementation of the project objectives.

Following the identification of the four sites to be used in the film project during July, 1977, the follow-on discussions with personnel involved in Career Education Advisory Council programs will provide the framework for developing the content of the film script and the outline for the manual. The focus for the film will be: Forming a Career Education Advisory Council, operational considerations such as staffing, budget, and administration, career education projects related to staff and curriculum development, career guidance, job placement services, career exploration, and program evaluation.

The film producer will develop the script for filming at the four sites based on the research of the Project Director by December, 1977. Visits to the four sites will be conducted to develop activities, identify personnel to be used in the film, and finalize a plan to include coordination prior to the filming by the end of December, 1977. The filming at the sites will be completed by the end of February, 1978 and the delivery of internegative and 10 release prints by the film producer will be accomplished by the end of July, 1978.

The Career Education Advisory Council Report will be developed as a manual based on the major topics in the film along with a description of community based career education related projects and completed for dissemination by the end of July, 1978.

EVALUATION

Objective 1: An Educational Product Checklist will be used to evaluate the film. This evaluation instrument will be field tested by the end of December, 1977 by a group of evaluators from varied areas prior to it being used in the project. Based on their reactions, the instrument will be revised. The Educational Product Checklist will be used during April - May 1978 by a group of assessors with varying levels of background in the area of career education and collaborative processes at selected sites to evaluate the film. Their ratings will be tabulated and analyzed by the end of June, 1977. A weighted scoring system is a component of the assessment instrument.

Objective 2: The Educational Product Checklist used to evaluate the film will be the same assessment instrument employed in the evaluation of the manual. Nine major sections constitute the instrument: need, market, potential, consumers, educational significance, goals and objectives, content bias, accuracy, appropriateness, and evaluation plan. Each section contains three to seven items which are evaluated on a 0 to 4 rating scale. The Product Checklist will be used by the group of assessors during March - April 1978 and their ratings will be tabulated and analyzed by the end of May, 1978.

NOTE: The evaluation design also includes the possible use of a semantic differential with a sample of the assessors on a pre-post-test basis to measure changes in attitude toward Career Education Advisory Councils after the assessors view the film.

COMMUNICATION

A professional brochure will be disseminated in December, 1977 describing the scope, purposes, and content of the film and a brief description of the manual to agencies and groups such as State Education Department Career Education Coordinators, national professional associations, educational television stations and past and current U.S.O.E. project directors involved in career education demonstration projects. A second mailing of the descriptive brochure will be undertaken during April, 1978 similar in content and format as the first brochure with specific information on when the film and manual will be available from the distribution source -- The National Audio-Visual Center.

Copies of the manual will be sent to ERIC for dissemination utilizing microfiche. Six film prints will be delivered to the National Audio-Visual Center and four film prints will be forwarded to the U.S. Office of Education by the end of July, 1978. One thousand copies of the manual will be completed and a copy sent to the sources that will receive the announcement brochure by the end of July, 1978.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served ------------------ Representatives from business, labor, education, government, and parents interested in developing a Career Education Advisory Council at the community level.

Type of Area Served ------------------- Nationwide

Number of Persons Served. -------------- Multiple audiences including school boards seeking to establish local community based school-to-work programs. Information on the availability of the materials packaged will be achieved through announcements, including a descriptive brochure.

CAREER EDUCATION DIFFUSION SYSTEM (CEDS)

Interinstitutional Consortium for Career Education
Salem, Oregon

Assistance Contract Award from Career Education Program for:
7/1/77 - 6/30/78
$85,000
Assistance Contract no.
G0077C0049

PROJECT DIRECTOR:
Dr. Arthur F. Terry
Interinstitutional Consortium for Career Education
Marion IED
3180 Center Street NE
Salem, Oregon 97301
(503) 588-5330

PARTICIPATING INSTITUTION(S): The Interinstitutional Consortium for Career Education includes fifteen colleges and universities throughout Oregon which prepare teachers, counselors and administrators.

MAJOR OBJECTIVES

1. Enable local educational agencies (LEA's), State educational agencies (SEA's), and institutions of higher education (IHE's) to establish their own goals and priorities for career education.

2. Enable these educational agencies to identify available career education techniques, processes and materials in order to develop a comprehensive career education program.

3. Demonstrate and implement a system for diffusing the comprehensive career education program.

PROJECT ACTIVITIES

1. Design and field trial in an LEA in both Oregon and Alaska a program planning process which will enable educational practitioners, students, and parents and community representatives collectively to develop a comprehensive career education program.

2. Develop, design and compile a handbook of descriptions of existing career education techniques, processes, and materials developed by the LEA's, SEA's and IHE in Region X as well as previous career education projects supported by OCE, USOE, and NIE.

3. (a) Develop a plan by which a State agency will diffuse the program planning process and the handbook of existing career education programs into the LEA's.

   (b) Develop a plan by which the program planning process and handbook of existing career education programs will be diffused into institutions of higher education so as to enable teacher education students to use this career education planning process.

EVALUATION

The evaluation design employed in this project addresses the extent to which the Career Education Diffusion System (CEDS) is effective. Evaluation data for this design will be collected in three primary ways. First, a field trial of the program planning process will be conducted at one LEA in two of the Region X States. The LEA's serving as field trial sites will use the prototype planning process of CEDS. The outputs which they produce using the process will be reviewed and examined by a third-party evaluator. Second, users at the field trial sites will respond to "user critique" forms. Third, the Interstate Consortium for Diffusing Career Education (ICDCE) Policy Committee will review the design and compilation of CEDS at four separate points.

A second evaluation design will be employed to determine the efficiency with which the project compiles the CEDS. A third-party evaluator will observe the activities of the project staff; interview project staff, consultants, ICDCE Policy Board members and field site personnel; and review operational plans and project planning documents.

COMMUNICATION

A. Products available at the end of the project year are as follows:

   - Procedural Handbook. This handbook will present the process for implementing a comprehensive career education program.

   - Promising Practices in Northwest Career Education. This document will contain brief descriptions of career education techniques, processes, and materials that have been developed and tested in Region X as well as those under the auspices of the Office of Career Education, the Office of Education and the National Institute of Education.

- Diffusion Plan for State Educational Agencies (SEA)

- Diffusion Plan for Institutions of Higher Education (IHE)

B. Conferences, Workshops, Meetings, and Newsletters

- The Policy Board of the Interstate Consortium for Diffusing Career Education (ICDCE) will meet four times during this project.

- An advisory committee in Alaska and Oregon advises Policy Board members at different critical points of the project. These advisory committees are comprised of LEA, SEA, and IHE personnel.

- An invitational CEDS project information session will be held during the ICCE Spring Workshop April 27 and 28, 1978, for interested Region X personnel.

- Dissemination of the project newsletter, "OPEN LINE", has been made. The current mailing list includes 450 agencies, institutions, projects and individuals in and out-of-State. The distribution will be increased as other recipients of the newsletter are identified. Each issue of the bi-monthly publication will devote part of the copy for an update on CEDS.

DEMOGRAPHIC INFORMATION

Levels/Groups Served ------------------ University and College Staff Members, Local Teachers and Administrators, State Department Personnel

Parents
Community Representatives

Type of Area Served ------------------- Region X -- Four States

Number of Persons Served -------------- Staff and Community:

Teachers	400
Administrators	65
Other Staff	125
Parents	60
Business & Industry	50

BICEP (BUSINESS-INDUSTRY-COMMUNITY-EDUCATION-PARTNERSHIP)

Promoting Interaction of Schools and Community in Career Exploration
Salt Lake City, Utah

Assistance Contract Award from Career Education Program for:
9/1/77 - 8/31/78
$31,261
G0077C0083

PROJECT DIRECTOR: Donald L. Wright, Executive Director
BICEP
1738 East 2700 South
Salt Lake City, Utah 84106
(801) 487-8276

PARTICIPATING INSTITUTION(S): Granite, Jordan, Murray, Salt Lake

MAJOR OBJECTIVES

Objective 1: Arrange at least 4,500 community career exploration activities for students. Teachers will prepare students and resource people will rate student preparations as evidenced by student comments, questions, and courtesy, as good or excellent, at least 85% of the time (as measured by feedback forms returned to the BICEP Office from resource people).

Objective 2: Enlist a sufficient number of resource personnel to arrange 4,500 community career exploration activities. Resource people will be prepared to interact with students so teachers or students will rate experience with resource person excellent or good at least 95% of the time (as measured by feedback forms returned to the BICEP Office from teachers and students).

Objective 3: Achieve public awareness of BICEP as follows: (1) General public awareness - 20%, (2) Parents of secondary students - 40%, (3) Secondary students - 70%.

Objective 4: Disseminate BICEP program data and a National Guide to State and national personnel.

PROJECT ACTIVITIES

Objective 1. Arrange 4,500 community career exploration activities

1. Produce sound-slide presentation and present to faculty groups.

2. Make specialized presentations to district curriculum groups.

3. Send printed materials to teachers.

4. Arrange BICEP "specials", community faculty speakers, and teacher-worker exchanges.

Objective 2. Enlist and utilize community resource personnel

1. Produce and distribute sound-slide presentation.

2. Revise, produce, and distribute BICEP printed materials.

Objective 3: Public awareness

1. Designate Public Relations Committee

2. Produce public service announcements for radio.

3. Get PR materials to parents.

4. Sponsor student awareness campaign.

Objective 4: BICEP Dissemination

1. Make national search, compile, print national guide.

2. Disseminate in Utah through distributing BICEP publication, conducting State workshop, and consulting.

3. Disseminate nationally through mailing BICEP publication and National Guide, convention presentations, and national workshops.

EVALUATION

Part of the evaluation will be in terms of products and materials that will be produced. These will be referred to in the next section.

Objective 1: Arrange 4,500 community career exploration activities

1. Tabulation of activities and feedback from participants.

2. Questionnaire ratings compiled regarding each activity.

Objective 2: Enlist and utilize community resource personnel

1. Tabulation of activities and feedback from participants.

2. Questionnaire ratings compiled regarding each activity.

Objective 3: Public awareness

1. Sponsor awareness poll to be conducted with target populations.

Objective 4: BICEP dissemination

1. Products/materials

Statistical data will be kept by the BICEP staff. Overall evaluation will be conducted by an outside agency - Worldwide Education and Research Institute.

COMMUNICATION

A. Products available at end of project:

1. Two sound-slide presentations for training teachers - elementary, secondary.
2. Eight newsletters to teachers and resource people.
3. One sound-slide presentation to orient resource people.
4. National Guide to Community Interaction Career Exploration Programs.

B. Conferences and workshops at BICEP Office

1. State workshop - May, 1978
2. National workshop - June, 1978

C. Descriptive project literature - available November, 1977

1. Community - BICEP (overview), BICEP Guidelines, Confirmation card, Feedback form.

DEMOGRAPHIC INFORMATION:

Levels/Groups Served ---------------- K-12 Students; Teachers; Counselors; Business/Industry

Type of Area Served ---------------- Mostly urban plus suburban, small town, and rural.

Number of Persons Served ------------ *(approximately)*

K-6	70,000
7-9	30,000
10-12	30,000
Teachers	5,500
Counselors	160
Business/Industry	800 firms

Minority Groups Served -------------- Approximately 7% minority students (including 5% Spanish-American)

Income Distribution ----------------

$5,000 or under	15%
$5,000 - $9,999	22%
$10,000 - $14,999	25%
$15,000 - $19,999	26%
$20,000 or more	12%

Special Populations: ----------------

Handicapped:	14%
Gifted & Talented:	4%

APPENDICES

APPENDIX A

CAREER EDUCATION PROGRAM
CFDA No. 13.554

Grant and Contract Funds Awarded
by Category and by Fiscal Year

Category	FY 75	FY 76	FY 77	TOTAL
Category 1, 45 CFR Part 160d.5 (a) -- Effect incremental improvements in K-12 career education	$5,802,756	$4,293,723	$1,655,550	$11,762,029
Category 2-A, 45 CFR Part 160d.5 (b) -- Demonstrate effective techniques in career education in the senior high school	$ 370,682	$ 145,000	$ 226,954	$ 742,636
Category 2-B, 45 CFR Part 160d.5 (b) -- Demonstrate effective techniques in career education in the community college	$ 178,310	$ 409,289	$ 109,438	$ 697,037
Category 2-C, 45 CFR Part 160d.5 (b) -- Demonstrate effective techniques in career education in adult and community education agencies	$ 95,287	$ 179,986	$ 144,968	$ 420,241
Category 2-D, 45 CFR Part 160d.5 (b) -- Demonstrate effective techniques in career education in institutions of higher education	$ 274,412	$ 69,926	$ 518,313	$ 862,651
Category 3-A, 45 CFR Part 160d.5 (c) -- Demonstrate effective techniques in career education for the handicapped	$ 285,930	$ 255,108	$ 766,737	$ 1,307,775

CAREER EDUCATION PROGRAM
CFDA No. 13.554

Grant and Contract Funds Awarded
by Category and by Fiscal Year

Category	FY 75	FY 76	FY 77	TOTAL
Category 3-B, 45 CFR Part 160d.5 (c) -- Demonstrate effective techniques in career education for the gifted and talented	$ 183,807	$ 201,431	$ 305,594	$ 690,832
Category 3-C, 45 CFR Part 160d.5 (c) -- Demonstrate effective techniques in career education for minority youth	$ 203,356	$ 132,552	$ 176,872	$ 512,780
Category 3-D, 45 CFR Part 160d.5 (c) -- Demonstrate effective techniques in career education for low income youth	$ 210,611	$ 150,000	$ 193,000	$ 553,611
Category 3-E, 45 CFR Part 160d.5 (c) -- Demonstrate effective techniques in career education to reduce sex stereotyping in career choices	$ 161,660	$ 240,299	$ 187,312	$ 589,271
Category 4, 45 CFR Part 160d.5 (d) -- Demonstrate effective techniques for the training and retraining of persons for conducting career education programs	$ 750,298	$ 539,995	$1,331,546	$ 2,621,839
Category 5, 45 CFR Part 160d.5 (e) -- Communicate career education to practitioners and to the general public	$1,173,708	$1,515,669	$2,069,807	$ 4,759,184

CAREER EDUCATION PROGRAM
CFDA No. 13.554

Grant and Contract Funds Awarded
by Category and by Fiscal Year

Category	FY 75	FY 76	FY 77	TOTAL
Category 6-A, Section 406(e) of Public Law 93-380 -- Survey of current status of career education in the United States	$ 308,640	-0-	-0-	$ 308,640
Category 6-B, 45 CFR Part 160d.13 (Subpart C) -- Projects for developing State plans for the implementation of career education in the local educational agencies of the States	$ -0-	$2,002,004	$2,438,899	$ 4,440,903
TOTAL	$9,999,457	$10,134,982	$10,134,990	$30,269,429

APPENDIX B

Fiscal Year 1977 Program Announcement for the Career Education Program

CFDA Number 13.554

The Fiscal Year 1977 Program Announcement for the Career Education Program was published on January 11, 1977, in the FEDERAL REGISTER, Volume 42, Number 7, page 2358. On January 14, 1977, a correction to the Program Announcement was published in the FEDERAL REGISTER, Volume 42, Number 10, page 3031.

Both the original announcement and the correction are reproduced on the following pages.

Office of Education

CAREER EDUCATION PROGRAM

Closing Date for Receipt of Applications for Fiscal Year 1977

Notice is hereby given that pursuant to the authority contained in section 402 and section 406(f)(1) of the Education Amendments of 1974, Pub. L. 93-380 (20 U.S.C. 1851-53 and 1865(f)(1)) applications are being accepted from State and local educational agencies, institutions of higher education, and other public and private agencies, organizations, associations, institutions, and indivduals for grants and assistance contracts to support projects to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education either by participation in regular or modified programs with nonhandicapped children or where necessary in specially designed programs for handicapped children whose handicaps are of such severity that they cannot benefit from regular or modified programs).

Notice is also hereby given that pursuant to the authority contained in section 402 and section 406(f)(2) of Pub. L. 93-380 (20 U.S.C. 1851-53 and 1865(f)(2)) applications are being accepted from State educational agencies for grants and assistance contracts to support projects for developing State plans for the implementation of career education programs in the local educational agencies of the States.

Applications must be received by the U.S. Office of Education Application Control Center on or before March 10. 1977.

A. *Applications sent by mail.* An application sent by mail should be addressed as follows: U.S. Office of Education, Application Control Center, Grants and Procurement Management Division, 400 Maryland Avenue, S.W., Washington, D.C. 20202, Attention: 13.554. An application sent by mail will be considered to be received on time by the Application Control Center if:

(1) The application was sent by registered or certified mail not later than March 7, 1977, as evidenced by the U.S. Postal Service postmark on the wrapper or envelope, or on the original receipt from the U.S. Postal Service; or

(2) The application is received on or before the closing date by either the Department of Health, Education, and Welfare or the U.S. Office of Education mail rooms in Washington, D.C. In establishing the date of receipt, the Commissioner will rely on the time-date stamp of such mail rooms or other documentary evidence of receipt maintained by the Department of Health, Education, and Welfare, or the U.S. Office of Education.

B. *Hand delivered applications.* An application to be hand delivered must be taken to the U.S. Office of Education Application Control Center, Room 5673, Regional Office Building Three, 7th and D Streets, S.W., Washington, D.C. Hand delivered applications will be accepted daily between the hours of 8 a.m. and 4 p.m. Washington, D.C. time except Saturdays, Sundays, or Federal holidays. Applications will not be accepted after 4 p.m. on the closing date.

C. *Application routing.* All applicants must furnish an information copy of their application to the State educational agency of the State within which the applicant is located. This information copy must be submitted to the State Coordinator of Career Education, as designated by the Chief State School Officer, concurrently with the submission of the application to the U.S. Office of Education. The application submitted to the U.S. Office of Education must contain a statement that this has been accomplished. State educational agencies wishing to submit advice and comment on any application originating within their State may do so by forwarding such advice and comment to the Office of Career Education, U.S. Office of Education, Room 3100, Regional Office Building Three, 7th and D Streets, S.W., Washington, D.C. 20202.

D. *Application instructions and forms.* Applications must be prepared and submitted in accordance with instructions and forms which may be obtained from the Office of Career Education, U.S. Office of Education, Room 3100. Regional Office Building Three, 7th and D Streets, S.W., Washington, D.C. 20202.

E. *Program information.* (1) It is anticipated that grants and assistance contracts will be awarded in each of the categories specified in 45 CFR 160d.5, with the total amount of the awards in each category being approximately as follows: (a) incremental improvements in K-12 career education programs—$300,000, (b) demonstrations in such settings as the senior high school—$100,000, the community college—$100,000, adult and community education agencies—$100,000, and institutions of higher education—$100,000, (c) demonstrations for such special segments of the population as handicapped—$500,000, gifted and talented—$250,000, minority youth—$100,000, and low income youth—$100,000, and to reduce sex stereotyping in career choices—$100,000, (d) demonstrations of the training and retraining of persons for conducting career education programs—$1,100,000, and (e) communication of career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public—$1,025,000. It is expected that a total of about 38 awards will be made in the above categories and that the average amount per award will be approximately $100,000. All of these will be new awards; no funds are reserved for continuation awards. Projects are normally one year in duration.

(2) It is anticipated that grants and assistance contracts will be awarded for the State plan projects specified in 45 CFR 160d.13, with the total amount of the awards for this category being approximately $2,500,000. It is expected that up to 56 awards will be made in this category and that the average amount per award will be approximately $45,000. All of these will be new awards; no funds are reserved for continuation awards. Projects are normally one year in duration.

(3) In addition to the grants and assistance contracts awarded pursuant to this notice, it is anticipated that approximately $3,760,000 worth of procurement contracts in career education will be awarded during Fiscal Year 1977. Requests for proposals for these procurement contracts will be published in the Commerce Business Daily at a later date.

F. *Applicable regulations.* The regulations applicable to the Career Education Program are:

(1) The Office of Education's General Provisions Regulations, which were published in the FEDERAL REGISTER on November 6, 1973, as amended (45 CFR Parts, 100, 100a, and appendices).

(2) The regulation for the Special Projects Act, which was published in the FEDERAL REGISTER on July 15, 1976 (45 CFR Part 160, especially Part III in the Appendix thereof).

(3) The regulation for the Career Education Program, which was published in the FEDERAL REGISTER on May 13, 1976 (45 CFR Part 160d).

(20 U.S.C 1851–1853 and 1865.)

(Catalog of Federal Domestic Assistance Number 13.554: Career Education Program.)

Dated: December 10, 1976.

EDWARD AGUIRRE,
Commissioner of Education

Office of Education

CAREER EDUCATION PROGRAM

Notice of Correction

On January 11, 1977 the notice of closing date for receipt of applications for the Career Education Program was published (42 FR 2358). The closing date of March 10, 1977 and the postmark date of March 7, 1977 were in error. This correction notice changes the closing date for receipt of applications to March 15, 1977 and the postmark date to March 10, 1977.

Dated: January 11, 1977.

(Catalog of Federal Domestic Assistance No. 13.554, Career Education Program)

EDWARD AGUIRRE,
U.S. Commissioner of Education.